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STATE OF INDIANA

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The Licensing of Teachers

AND

**The Accredittment of Teachers'
Training Schools**

Issued by

CHARLES A. GREATHOUSE

State Superintendent of Public Instruction

Rules and Regulations

CONCERNING

The Licensing of Teachers

AND

The Accredittment of Teachers'

Training Schools

STATE OF INDIANA

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CHARLES A. GREATHOUSE

State Superintendent of Public Instruction

INDIANAPOLIS :

WM. B. BURFORD, CONTRACTOR FOR STATE PRINTING AND BINDING

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FOREWORD.

An important feature of the public school system in Indiana is that pertaining to the qualifications and licensing of teachers.

From a very few simple requirements of scholarly attainments, and professional training, the standards have risen until very specific rulings covering the qualifications of the public school teachers in this State, have been established.

Prior to August, 1908, practically no legal requirements were set for entering the teaching profession other than that of holding a license, which of course implied a certain kind and amount of scholarship, and a good character.

True, the spirit of higher standards was abroad in the State, and school boards and superintendents, locally, required other than license qualifications for those with whom contracts were made to teach in the common schools.

The law enacted in 1908 and revised in 1913 has placed the school system of Indiana on a plane, not excelled in other States, by creating high standards for the teaching force and at the same time making mandatory the payment of salaries more commensurate with the preparation and services required.

In order that facilities might be provided for the training thus required by law, the State Board of Education was endowed with the authority of a State Teachers' Training Board, and given the power to declare what schools and what courses of study should be recognized as ample for the professional training of teachers.

Under these provisions schools have been inspected and accredited for the training of teachers, while a system of rules and regulations governing the accreditation of such schools has been made.

Today a teacher in the public schools of Indiana must hold a license and must meet other qualification requirements before trustees and school boards can legally compensate him for services.

The length of time for which these licenses are valid varies from the minimum of twelve months to the maximum of a lifetime, while the purposes they may serve cover every line of school work from primary to college.

Closely identified with the licensing of teachers is their professional training obtained in the schools accredited for that purpose.

The standards for these schools are being constantly raised by the State Board so that the courses of study, their equipment, and teaching forces are enlarging and improving.

It will be most helpful for not only school officials but teachers to acquaint themselves with the contents of this bulletin, and thus see and understand the legal basis on which licenses are granted and training schools accredited.

PART I.

The Licensing of Teachers.

I. THE LAW.

1. All Teachers Must Hold Licenses.

Trustees shall employ no person to teach in any of the common schools of the State of Indiana, unless such person shall have a license to teach, issued from the proper state or county authority, and in full force at the date of the employment. Any teacher who shall commence teaching any such school without a license, shall forfeit all claim to compensation out of the school revenue for tuition for the time he or she teaches without such license; but if a teacher's license shall expire by its own limitation within a term of employment, such teacher may complete such term of employment within the then current year.

1. LICENSE ESSENTIAL. A valid contract for the teaching of a public school can not be made by a trustee with one who at the time, has no license to teach in the county, and the subsequent procurement of a license does not validate the contract.—Butler v. Haines, 79 Ind. 575. And a person can neither recover compensation for services rendered as teacher, nor damages for breach of contract for such services, unless he was licensed to teach as prescribed by the statutes.—Jackson School Township v. Farlow, 75 Ind. 118. See also Harrison Township v. Conrad, 26 Ind. 337, and Putnam v. School town of Irvington, 69 Ind. 80. In a suit against the school corporation for services rendered or to be rendered, it must be stated in the complaint that the teacher had a license to teach when he rendered the services or entered into the contract.—Bedford, etc., Co. v. McDonald, 12 Ind. App. 621.

2. The Minimum Wage Law.

A. Teachers' Qualifications. The qualifications required for teaching for the different classes shall be as follows:

(a) A teacher without experience: Shall be a graduate of a high school or its equivalent. Shall have had not less than one term of twelve weeks' work in a school maintaining a professional course for the training of teachers: *Provided*, That completion of one year, or more, in a recognized college shall be accepted in lieu of twelve weeks' work in a school maintaining a professional course for the training of teachers. Shall have not less than a twelve months' license.

(b) A teacher with one school years' experience: Shall be a graduate of a high school or its equivalent. Shall have not less than two terms of twenty-four weeks' work in a school maintaining a professional course for the training of teachers or the equivalent of such work: *Provided*, That the one year of college work optional for a teacher without experience shall be accepted as one of the required two terms of work, in this class. Shall have a two years' license. Shall have a success grade.

(c) A teacher with three or more years' successful experience: Shall be a graduate of a high school or its equivalent. Shall be a graduate from a school maintaining a professional course for the training of teachers, or its equivalent. Shall have a three years', five years', eight years', or a life license. Shall have a success grade.

(d) A teacher with five or more years' successful experience: Shall be a graduate of a high school or its equivalent. Shall be a graduate from a school maintaining a professional course for the training of teachers, or its equivalent. Shall have taught as a class (e) teacher two or more years previous to entering this class. Shall have a three years', five years', eight years', or life license. Shall have a success grade: *Provided*, That for teachers already in the service, prior to August, 1908, successful experience in teaching shall be accepted as an equivalent for high school and professional training, as required by all the above classifications.

B. Teachers' Minimum Wages. The daily wages of teachers for teaching in the public schools of the state shall not be less, in the case of beginning teachers, than an amount determined by multiplying two and one-half cents by the general average given such teacher on his highest grade of license at the time of contracting. For teachers having had a successful experience for one school year of not less than six months, the daily wages shall be not less than an amount determined by multiplying three cents by the general average given such teacher on his highest grade of license at the time of contracting. For teachers having had a successful experience for three or more school years of not less than six months each, the daily wages shall be not less than an amount determined by multiplying three and one-half cents by the general average given such teacher on his highest grade of license at the time of contracting. For teachers having had a successful experience of five or more school years of not less than six months each, the daily wages shall be not less than an amount determined by multiplying

four cents by the general average given such teacher on his highest grade of license at the time of contracting. All teachers now exempt from examination shall be paid, as daily wages for teaching in the public schools, not less than an amount determined by multiplying three and one-half cents by the general average of scholarship and success given such teacher: *Provided*, That the grade of scholarship accounted in each case be that given at the teachers' last examination, and that the grade of success accounted be that of the teachers' term last preceding the date of contracting: *and*, *Provided further*, That two per cent. shall be added to the teacher's general average of scholarship and success for attending the county institute the full number of days, and that said two per cent. shall be added to the average scholarship of beginning teachers.

NOTE.—All teachers contracting on exemption licenses are in Class C.

3. Indiana State Normal School Diplomas.

The board of trustees (of the Indiana State Normal School) is authorized to grant, from time to time, certificates of proficiency to such teachers as shall have completed any of the prescribed courses of study, and whose moral character and disciplinary relations to the school shall be satisfactory. At the expiration of two years after graduation, satisfactory evidence of professional ability to instruct and manage a school having been received, they shall be entitled to diplomas appropriate to such professional degrees as the trustees shall confer upon them; which diplomas shall be considered sufficient evidence of qualification to teach in any of the schools of this State.

4. Special Subjects Graded in State Department.

Teachers in manual training, domestic science and art, and kindergarten departments of the elementary and high schools, and teachers of German, music, drawing, agriculture, physical culture and other special branches of instruction shall be examined by the county superintendents of schools at the times of regular teachers' examinations upon the branch or branches they are employed to teach, and in case they pass such examination successfully, and have met all the qualifications required by law, or the equivalent thereof prescribed by the state board of education, they shall be licensed to teach such branch or branches for twelve (12), twenty-four (24), or thirty-six (36) months, according to the grades obtained upon such examination. Such license, however,

shall not legally qualify its holder for the teaching of any branch or branches not covered by said examination, and such teachers at the time of examination shall have their manuscripts in music, drawing, manual training, cooking, sewing, agriculture, kindergarten, and physical training sent to the state department of public instruction for grading upon the terms and conditions prescribed by law for grading of manuscripts by the superintendent of public instruction.

5. Countersigning Certificates from Other States.

The state superintendent of public instruction may countersign the life state certificate of teachers of other states, when the holders of such certificates shall have furnished satisfactory evidence of good moral character, and experience and success in teaching, as is required for life state certificates in this state; and when so countersigned such certificates shall be valid in any of the schools of this State: *Provided*, That the requirements for obtaining the life state certificates of other states shall be equivalent to the requirements for the same certificates in this State.

LICENSING TEACHERS FOR THE PRE-VOCATIONAL WORK.*

1. After September 1, 1915, all teachers required to teach elementary agriculture, elementary industrial work or elementary domestic science in the public schools of the State shall have passed an examination in these subjects prepared by the State Board of Education.

2. Teachers who teach only the special pre-vocational subjects (elementary agriculture, elementary industrial work and elementary domestic science, as provided for in Section 5 of the Indiana Vocational Education Law) need not hold a regular teacher's license, if they have passed a satisfactory examination in the special industrial subject or subjects which they teach "and have met all the qualifications required by law, or the equivalent thereof prescribed by the State Board of Education."

3. Teachers in the public schools of the State not required to teach any of the pre-vocational work need not take an examination in the pre-vocational subjects.

*For further information on the qualifications and licensing of teachers of pre-vocational subjects see Bulletin No. 5—Vocational series No. 3—issued by the State Superintendent of Public Instruction.

4. Teachers who supervise the pre-vocational work in the regular schools (the regular pre-vocational work in agriculture, industrial arts or domestic science in the graded and high school) must hold a supervisor's license in the pre-vocational subject or subjects which they supervise or teach.

5. A teacher holding an Exemption License will be required to take an examination in any prevocational subject or subjects which he is required to teach, unless these branches were included in the examination upon which the exemption license was issued.

6. A teacher holding a State Normal Diploma, a professional or life certificate will be required to take the examination in any pre-vocational subject or subjects which he is required to teach unless such license or diploma includes the special training in such subject or subjects as have been prescribed by the State Board of Education.

Licensing of Teachers for Special Vocational Departments and Schools.

7. Teachers in special state-aided vocational departments and schools will be licensed according to a plan to be adopted by the State Board of Education, for the licensing of such teachers. This plan will be announced later in a bulletin published by the State Superintendent of Public Instruction.

Special License. In order to encourage trained teachers to teach in the district schools and in the grades in the small towns of the State, each accredited school and the State Normal School may, subject to the rules and regulations of the State Teachers' Training Board, establish a two-year course open to high school graduates, the completion of which will be accepted in lieu of a license and will entitle one to teach in the district schools and the grades in the small towns for three years without examination. (R. S. 1908, §6315.)

NOTE.—The minimum daily wages of teachers taking advantage of this provision will be \$2.12½ the first year and \$2.70 during the second and third years.

II. STATE BOARD RULES CONCERNING LICENSES AND EXAMINATIONS.

The State Board of Education has general control of the entire system. This board prepares the uniform questions to be used in the examinations, fixes the standards and arranges for licensing the teachers in those subjects not provided for by specific statutes.

The general regulations relating to teachers' licenses are as follows:

1. Licenses Issued by State Board of Education.

A. *Professional.* (Division 1 of Life State). Valid for eight years in any public school of the State. The examination for this license is held annually on the last Saturday in February. The subjects are: Algebra, Civil government, American literature, Science of Education and two of these six: Physics, Botany, German, French, Spanish and Latin.

To be eligible for this examination the applicant must have held two thirty-six months, a thirty-six months and a sixty months, or two sixty months licenses. In addition he must have had at least forty-eight months successful experience as a teacher.

Licenses are granted to those who make a general average of 85% and do not fall below 75% in any subject. If the average is 85% or more and the grade in a single subject is below 75% the applicant is conditioned. If a passing grade is made in the conditioned subject at the next annual examination, a license is issued. No fee is required for this examination.

QUESTIONS ISSUED FOR PROFESSIONAL OR FIRST DIVISION OF LIFE STATE LICENSES IN FEBRUARY, 1913.

DIVISION 1 OF LIFE STATE.

NOTE.—The following resolution was adopted by the State Board of Education, October 31, 1887:

Resolved. That the Examination for Professional License include the following branches: Algebra, Civil Government, American Literature, Science of Education, and two of the following six subjects—Elements of Physics, Elements of Botany or Latin (Latin Grammar, two books of Caesar, and two of Vergil), German, French, Spanish; and

Further Resolved, That the Examination for State License shall include, in addition to those of Professional License, Geometry, Rhetoric, General History, English Literature, Physical Geography, and *two* of the following *three* subjects—Chemistry, Geology, Zoölogy.

SPECIAL NOTICE TO APPLICANTS.

In view of the fact that the manuscripts of applicants for both Life State and Professional Licenses are sent to the several members of the State Board of Education for gradation, it is essential that applicants for such licenses observe the following rules:

1. Write on one side of the paper only, using legal cap.
2. See that the answers to the questions in each branch are entirely separate from those of any other branch and securely fastened together.
3. Write *full* name and postoffice address upon each set of answers.
4. Furnish the member of the State Board of Education conducting the examination *copies of recommendations*, as they are to be filed for future reference and can not be returned.
5. The expense of sending manuscripts should be defrayed by the applicant.

In Each List Answer Any Six, But No More.

ALGEBRA.

1. Find prime factors of: (a) $x - 27x^4$. (b) $x^3 + ax^2 - x - a$. (c) $8a - 4a^2 - 4$.
2. Simplify: $\frac{3}{1-2x} - \frac{7}{1+2x} - \frac{4-20x}{4x^2-1}$.
3. A merchant expended a certain sum of money for goods, which he sold again for \$24, and lost as many percent as the goods cost him. How much did he pay for the goods?
4. Divide $\sqrt{2/3}$ by $1^{3/1/2}$.
5. Rationalize $\frac{2m}{(a+m)^{1/2} + (a-m)^{1/2}}$.
6. Simplify $\frac{2\sqrt{3}}{\sqrt{5+2\sqrt{3}}} + \frac{\sqrt{5}}{2\sqrt{3}-\sqrt{5}}$.
7. Solve: $\begin{cases} x^3 + y^3 = 341 \\ x + y = 11 \end{cases}$.
8. One of the sides forming the right angle of the right-angled triangle is $3/7$ of the other, and the area of the triangle is 5.082 square inches. Required the lengths of the sides.

CIVIL GOVERNMENT.

1. Discuss the relation of the Legislature to the Executive under cabinet government in England and under presidential government in America.
2. Explain the doctrine of *implied powers* in reference to the United States Constitution and how its application has promoted the growth of nationality in America.
3. Explain what is meant by an *unwritten constitution* and give several illustrations of the unwritten constitution in the United States.

4. Explain the distinguishing features of (a) a Confederation, (b) a Centralized Nation, (c) a Federal Nation.
5. Compare the powers of the Speaker of the House of Representatives with those of the President of the Senate.
6. Why was the Electoral College adopted as a means of electing the President? How have its changed functions disappointed the expectations of its framers?
7. Explain the political importance of a court's power to declare legislative acts null and void. How is this power related to current political discussions?
8. (a) Tell how a State constitution is usually made and adopted.
(b) Compare the Governor's veto power with that of the President of the United States.

AMERICAN LITERATURE.

1. What is the value and nature of the literary productions of the colonial period of American literature?
2. From the artistic standpoint how does American literature at its best compare with the best literature of Greece, Italy and England? Account for the difference.
3. Who wrote "To One in Paradise," "Wreck of the Hesperus," "Bracebridge Hall," "Day of Doom?"
4. Characterize the writings of Whitman. Name his chief works.
5. Give specific examples of American literature influencing the political life in this country.
6. (a) What has been a strong tendency in the fiction of the last few years? (b) Is this fiction likely to achieve permanency? Why?
7. In what respect is Hawthorne comparable with Emerson and Thoreau in their attitude towards individual freedom, and in their attitude toward organized reform?
8. What has Edward Everett Hale contributed to American literature?

SCIENCE OF EDUCATION.

1. How is social efficiency as an aim of education affecting: (1) the course of study, (2) pedagogical method, and (3) industrial education?
2. What help can the teacher derive from the study of instincts as treated by child psychology?
3. What are the arguments for and against scientific measurements in education? Name and evaluate the experimental studies in measuring educational research?
4. What are the two theories of play and its role in teaching from the primary through secondary education?
5. Discuss the process, value and rules of habit formation.
6. What factors determine the efficiency of recall and what are their significance for education?
7. What are the advantages and disadvantages of a regular text book in teaching morality?
8. What is the value of motor training in intellectual development?

AFTERNOON QUESTIONS.

PHYSICS.

1. Distinguish between a gram of mass and a gram of force.
2. Give three equations for falling bodies.
3. With what velocity must a ball be shot upward to rise to the height of Eiffel Tower (335 m. high)?
4. How much heat is required to change 100 g. of ice at -15° C. to steam at 100° C., the specific heat of ice being 0.5?
5. A glass jar containing water responds most loudly to a tuning fork when the length of the column of air is 17.5 cm. What is the frequency of the fork?
6. (a) Give the laws of resistance and combine the laws into one algebraic equation.
(b) Give the laws of parallel and shunt resistance.
7. Compare the cost of an ordinary incandescent lamp, using 3.75 Watts per candle power, with that of a tungston lamp, using 1.5 Watts per candle power, when burned for 80 hours on a 100 volt current, each giving a total illumination of 200 candle power, assuming the price for electric energy to be 12.5 cents per kilowatt hour.
8. (a) Explain the phenomena of refraction, index of refraction, and total reflection.
(b) Prove that when an object lies between a concave mirror and its principal focus, the image is always erect and virtual.

BOTANY.

1. What are the principal differences in structure and mode of growth between roots and stems?
2. Draw a cross section of a leaf. Label and give function of each part.
3. Give the life cycle of a moss.
4. Name the groups of algae and give distinguishing characteristics.
5. (a) What are the uses of water to the plant? (b) How does water enter, pass through and escape from the plant body?
6. Describe the adaptations of a xerophytic plant.
7. Give the life history of wheat rust.
8. Give a synopsis of the distinguishing characteristics of six families of flowering plants.

SPANISH.

1. In the following words the stressed vowel of each is italicized. Copy these words and supply graphic accents where they are needed. Do not change the order of the words.

Perez Galdos, Calderon, vario, vario, vario, matara, matara, mio, reime, mateis, cazarais, continuo, continuo, continuo, angel, heroico, Estebanez, Zalamea, oir.

2. a. When is *cuando* followed by the subjunctive and when by the indicative?
b. When may *si* be followed by the future?
c. When is *aunque* followed by the indicative and when by the subjunctive?

3. Give the first singular of the present indicative, of the future indicative, of the preterit (or past definite), of the present subjunctive, of the first form of the imperfect subjunctive (type: *amara*), and the second singular of the imperative of *hacer*, *ser*, *volver*, *seguir*, *salir*, *tener*, *andar* (6 forms for each verb).
4. Write in Spanish a note of not less than fifty words and not more than seventy-five words. Address it to a friend and invite him to a meal or to an evening party. Use *usted*.
5. Translate:
 - a. They could not help noticing (*advertir*) that something extraordinary was happening.
 - b. Men make themselves unhappy (*infeliz*) by desiring what they do not need (*necesitar*).
 - c. Kings used to be looked upon (*mirar*) as superior to the law.
 - d. Give me that book. I shall give it to you when you have finished your work. (Use *usted*.)
6. Translate:
 - a. Celebro que le haya salido tan bien su empresa.
 - b. Atravesó varias calles sin apercibirse siquiera de lo que hacía.
 - c. No recuerdo haber visto nada semejante á lo que V. describe.
 - d. Dios nos dió la razón para que distingamos lo bueno de lo malo.
7. Translate:

ASTUCIA DE UN VIAJERO.

Un viajero llegó á una posada en una noche de las más frías de diciembre, y al pasar por la cocina vió que todos los asientos estaban tomados por la mucha gente que había alrededor del fuego, causándole la mayor pena el no poder acercarse á calentarse los pies.—Mozo, dijo en voz alta al criado de cuadra: "Dárás al momento á mi caballo dos docenas de ostras. El mozo obedició; y todas las personas que estaban apoderadas de la lumbre, no pudiendo resistir al deseo de ver un animal tan extraordinario, se levantaron y marcharon en tropel á la caballeriza.—Entretanto el viajero tomó el mejor asiento al fuego, y un instante después llegó el mozo á decirle, seguido de los curiosos, que el caballo no quería comer las ostras." ¡Cómo!? no las quiere? preguntá muy serio; tráeme aquí la mesa, y yo me las comeré.

8. a. Distinguish between the use of *haber* and that of *tener*.
- b. Distinguish between *¿Es V. bueno?* and *¿Está V. bueno?*
- c. Distinguish between *un gran hombre* and *un hombre grande*.
- d. Distinguish from one another *este*, *ese*, *aquel*.
- e. Name three famous Spaniards.

FRENCH.

1. Give the five principal parts of *luire*, *s'asseoir*, *absoudre*, *moudre*, *suffire*.
2. Give the plural of *chef-d'œuvre*, *tire-bouchon*, *abat-jour*, *timbre-poste*, *amen*, *aïeul*, *détail*, *sou*, *opéra*, *gentilhomme*.
3. Translate into English:

Une nation est une âme, un principe spirituel. Deux choses, qui, à vrai dire n'en font qu'une, constituent cette âme, ce principe spirituel.

L'une dans le passé, l'autre dans le présent . . . La nation, comme l'individu, est l'aboutissant d'un long passé d'efforts, de sacrifices et de dévouements. Le culte des ancêtres est de tous le plus légitime; les ancêtres nous ont faits ce que nous sommes. Un passé héroïque, des grands hommes, de la gloire (j'entends la véritable), voilà le capital social sur lequel on assied une idée nationale. Avoir des gloires communes dans le passé, une volonté commune dans le présent; avoir fait de grandes choses ensemble, vouloir en faire encore, voilà les conditions essentielles pour être un peuple.—(Joseph Ernest Renan, *Qu'est-ce qu'une Nation?*)

4. Parse accurately each *que* in: *Qu'est-ce que c'est que celu?*

Give the rule for the agreement of past participles (including the past participle *fait*) conjugated with *avoir* and followed immediately by an infinitive, and illustrate by examples. Does this same rule of agreement apply when a preposition comes between the past participle and the infinitive? Illustrate by examples.

5. Write five French sentences illustrating five *different* uses of the subjunctive in French.
6. State what past tenses are commonly employed in narrative style in French, and how they differ in use.

Give illustrations of the use of the subjunctive (*a*) after verbs expressing permission or prohibition, (*b*) in indirect discourse, (*c*) after expressions of emotion.

7. Translate into French:

Early in the year men in America knew only that France had gone the full length of revolution; that the monarchy had been abolished, the king sent to his death, a republic set up, and a new experiment like our own, an experiment in human liberty, begun, with all Europe to fight in order to make it good. No one in Europe doubted that America would cast in her lot with France in this day of her hope and sally for freedom, if only to requite the inestimable service France had done her in her own time of aspiration and struggle. No one in America doubted it, either, who merely gave rein to sympathy and thought nothing of the consequences. But Washington saw what the consequences would be; and his was the responsibility.—(Woodrow Wilson, *A History of the American People*.)

8. Write, in French, at least 75 words either on the French theater, or on the advantages to an American of knowing French and German.

LATIN.

1. Translate:

Quibus rebus cognitis rex tantum auctoritate eius motus est ut et Tissaphernem hostem iudicaret et Lacedaemonios bello persequi iusserit et ei permisit quem vellet eligere ad dispensandam pecuniam. Id arbitrium Conon negavit sui esse consili, sed ipsius, qui optime suos nosse *deberet*, sed se *suadere Pharnabazo id negoti daret*.

2. Explain why the following forms are used in the above passage: *daret*, *suadere*, *deberet*, *negoti*, *bello*, *Pharnabazo*.

3. Translate:

Sæpè numero, patres conscripti, milia verba in hoc ordine feci, sæpe de luxuria atque avaritia nostrorum civium questus sum, multosque mortalis ea causa advorsos habeo; qui mihi atque animo meo nullius unquam delicti gratiam fecissem, haud facile alterius lubidine male facta condonabam. Sed ea tametsi vos parvi pendebatis, res publica firma erat. Nunc vero non id agitur, bonisne an malis moribus vivamus, neque quantum imperium populi Romani sit, sed hæc, cuiuscumque modi videntur, nostra an nobiscum una hostium futura sint.

4. The passage in 3 is from a speech in connection with the Conspiracy of Catiline. Where was it delivered? From whose speech is it taken—Caesar's, Cicero's or Cato's? In what author is it found?
5. Mention four Latin authors of the Republican and four of the Imperial period, and one work or book by each.
6. Write Latin sentences illustrating the dative of agent, the genitive of price, the anticipatory subjunctive, the subjunctive of characteristic, the indirect question.
7. Translate:

At pedibus longe melior Lycus inter et hostes. Inter et arma fugamuros tenet, atque certat Prendere tecta manu sociumque attingere dextras. Quem Turnus, pariter cursu teloque secutus, Increpat his victor: "Nostrasne evadere, demens, Sperasti te posse Simul arripit ipsum Pendentem, et magna muri cum parte revellit Quallis ubi aut leporem aut candenti corpore cygnum Sustulit alta petens pedibus Iovis armiger uncis, Quaesitum aut matri multis balatibus agnum Martius a stabulis rapuit lupus.

8. In the passage under 7 tell who Turnus is, and explain *Iovis armiger* and *Martius*. Scan the first four lines of the passage.

GERMAN.

(Numbers 1, 2, 7 and 8 must be answered.)

1. Aufsatz von mindestens 500 Wörtern über eines der folgenden Themata: (a) Das Heilige Römische Reich Deutscher Nation. (b) Die Wiederaufrichtung des deutschen Kaisertums. (c) Schillers Leben. (d) Lessing. (e) Die romantische Schule. (f) Ein Roman von Sudermann. (g) Ein Drama von Gerhart Hauptmann. (h) Ein Gedicht von Goethe. (i) Stürmer und Dränger des 18. Jahrhunderts.
2. Ins Englische zu übertragen:

"Der alte Gegensatz zwischen ästhetischer und ethischer Kunstbetrachtung, er hatte sich durch das eingehende Studium bei den beiden jungen Leuten nur verschärft . . . Denker und Dichter, Maler und Künstler, Vertoner, Baumeister und Bildner in höchster Vollendung, im Ernste betrachtet, im Grunde genommen alle eins! Alle beseelt von dem einen Drange, alle schliesslich nur Dichter und nichts als Dichter, dessen innerstes Wesen nur in dem einen bestand: in den damals von Eugen Frey so scharf betonten Grenzen der Menschheit das Einzelne an das Allgemeine, das Flüchtige an das Bleibende, das Irdische an das Ewige zu binden." (Edward Stilgebauers Götze Kraft, III.)

3. Zu No. 2. a. Deklination des ersten Wortgefüges in beiden Zahlformen.
b. Deklination des auf *Freig* folgenden Wortgefüges mit dem bestimmten Artikel in beiden Zahlformen. c. Konjugation des ersten schwachen Verbums in Plusquamperfektum und Futurum exaktum des passiven Konjunktivs.
4. Ins Deutsche zu übertragen :
"Very ready we are to say of a book, 'How good this is—that's exactly what I think!' But the right feeling is, 'How strange that is! I never thought of that before, and yet I see it is true; or if I do not now, I hope I shall, some day.' But whether thus submissively or not, at least be sure that you go to the author to get at *his* meaning, not to find yours. Judge it afterwards, if you think yourself qualified to do so, but ascertain it first."—(John Ruskin, of *Kings' Treasuries*.)
5. Man ergänze in dem folgenden Zitat die Silben oder Endungen welche durch Striche angedeutet sind :
"Mei- ganz- Leben lang hab- ich d- Bogen gehandhabt, mi- geübt nach Schützenregel; ich habe oftshoss- in d- Schwarze, und manch-schön- Preis mir heim- brach- vom Freudenschiessen."
- b. Man setze das vervollständigte Zitat ins Präsens.
6. Man setze das folgende Zitat in das Perfektum :
"Den Vater lässt der Landenberger fordern :
Zur Stelle schaffen soll er ihm den Sohn,
Und da der alte Mann mit Wahrheit schwört,
Er habe von dem Flüchtling keine Kunde,
Da lässt der Vogt die Folterknechte kommen—."
7. a. Nach welcher Methode geben Sie deutschen Unterricht?
b. Welche anderen Methoden gibt es?
c. Erklären Sie in kurzen Worten die einzelnen Methoden.
8. Wenn eine High School einen vierjährigen deutschen Kursus hat, welche Textbücher würden Sie für die einzelnen Jahrgänge empfehlen?

For the State Board of Education :

CHARLES A. GREATHOUSE,

State Superintendent Public Instruction, President.

W. W. PARSONS,

President Indiana State Normal School, Secretary.

Notes to the Examiner.

1. In October, 1885 (p. 52, record), the State Board of Education made the following order : "Ordered, That the Reading Circle examinations in the Science of Teaching be accepted by County Superintendents in place of the county examination on that subject, and that the average of their *four successive yearly examinations* in the Science of Teaching be accepted by the State Board in the examination for State Certificates."

2. The State Board of Education reserves the right to call before it any applicant for oral examination, in addition to the written examination based upon the questions submitted for Life State and Professional Licenses (p. 429, record).

3. Please send manuscripts on **Monday** following the examination.

B. Life. (1) For Holders of Professional Licenses. Valid for life in any public school of the State. The examination is held annually in April and is open to any one who holds a professional license. The subjects are: Geometry, Rhetoric, General History, English Literature, Physical Geography and two of these three: Chemistry, Geology and Zoölogy.

The Professional License regulations as to grades and conditions apply without change to this general life license.

The fee for this examination is five dollars.

QUESTIONS ISSUED FOR LIFE STATE (DIVISION II) IN APRIL, 1913.

DIVISION II OF STATE LIFE.

NOTE.—The following resolution was adopted by the State Board of Education, October 31, 1887:

Resolved, That the Examination for Professional License include the following branches: Algebra, Civil Government, American Literature, Science of Education, and *two* of the following *six* subjects—Elements of Physics, Elements of Botany or Latin (Latin Grammar, two books of Caesar, and two of Vergil), German, French, Spanish; and

Further Resolved, That the Examination for State License shall include, in addition to those of Professional License, Geometry, Rhetoric, General History, English Literature, Physical Geography, and *two* of the following *three* subjects— Chemistry, Geology, Zoölogy.

SPECIAL NOTICE TO APPLICANTS.

In view of the fact that the manuscripts of applicants for both Life State and Professional Licenses are sent to the several members of the State Board of Education for gradation, it is essential that applicants for such licenses observe the following rules:

1. Write on one side of the paper only, using legal cap.
2. See that the answers to the questions in each branch are entirely separate from those of any other branch and securely fastened together.
3. Write *full* name and postoffice address upon each set of answers.
4. Furnish the member of the State Board of Education conducting the examination *copies of recommendations*, as they are to be filed for future reference and can not be returned.
5. The expense of sending manuscripts should be defrayed by the applicant.
6. A fee of five dollars must be paid by all applicants for this license.

In Each List Answer Any Six, But No More.

ENGLISH LITERATURE.

1. Discuss the position of men of letters in the times of Addison and Johnson respectively.
2. Set forth briefly but comprehensively what you regard the best method of teaching composition in the high-school.

3. What emphasis would you place on the study of English grammar in the high-school?
4. Discuss the chief merits of Macaulay's style.
5. Who were the eighteenth century realists? Characterize in brief their writings.
6. Compare and contrast the writings of Dickens and Thackeray.
7. Discuss the Norman-French influence on the growth of English literature.
8. How would you correlate Composition, the History of Literature, and the study of Literature itself in the high-school? Illustrate by drawing up a course of study for the four-years' high-school work.

RHETORIC.

1. Give six appropriate theme subjects for pupils of the first year high-school. What instruction would you give in connection with the assignment of these subjects?
2. To what extent should form be emphasized in the writing of pupils of the upper grammar grades?
3. What is the unifying element in a purely narrative paragraph? In one which is descriptive? In the expository paragraph?
4. What is the principal use of the study of Rhetoric to the ordinary pupil?
5. In what practical ways may a poor speller be helped to become a better one?
6. Define and illustrate by examples: *balanced sentence*, *periodic sentence*, *restrictive relative clause*, *gerund phrase*.
7. Write a short paragraph, naming the topic sentence and the way in which the other sentences aid in the development of the thought.
8. What are *localisms*, *colloquialisms*, *barbarisms*, *improprieties*?

CHEMISTRY.

1. State and illustrate several ways by which the speed of a chemical reaction may be altered.
2. How are equivalent weights of metals, acids, bases and salts determined?
3. Discuss the ionic theory of solution.
4. Discuss valence and an experimental method of determining it for positive and negative ions.
5. Discuss equilibrium in reactions of acids, bases and salts indicating the conditions which necessitate or prevent it.
6. How are the following prepared: copper, lead nitrate, potassium chlorate, acetylene, water gas?
7. What physical and chemical properties have the following: water, hydrogen peroxide, chlorine, sulphur, carbon?
8. What weight and volume (standard conditions) of sulphur dioxide can be prepared by the action of copper on 500 grams of sulphuric acid? (cu.=63; s.=32.)

ZOOLOGY.

1. Classify Protozoa. Give the characteristics of each class.
2. Explain the development of pearls in shells. Account for the iridescence of the pearls.
3. Discuss beetles from the following points of consideration: (a) Stages in the development, (b) Principal classes, (c) Food, (d) Economic importance.
4. Give a complete statement of the characteristics of Mammals.
5. Discuss birds from the following points of consideration: (a) General characteristics, (b) Relation of Birds and Reptiles, (c) Fossil Birds, (d) Value of birds.
6. Classify insects. Give the general characteristics.
7. Describe the Crayfish. Discuss its origin, value or injury to man, and its distribution.
8. Describe the digestive system of a cow.

AFTERNOON QUESTIONS.

PHYSICAL GEOGRAPHY.

1. State the composition, form and extent of the rock sphere, water sphere, and atmosphere.
2. Define and account for three different types of plains. Which is most favorable for human occupation?
3. State the conditions under which a stream degrades or aggrades its valley.
4. Describe the origin and composition of fertile soil. Why is it fertile?
5. Explain the contrast in relief and agricultural value between northern Indiana and southern Indiana.
6. Account for frequent changes of weather in Indiana.
7. To utilize and dispose of rainfall, run off and ground water, in what way has most money been spent in Indiana? In Arizona? Why.
8. What are the economic uses of: (a) the heavy timber land of Indiana, (b) the prairie of Iowa, and (c) the steppe of Dakota?

GEOMETRY.

1. The sum of two lines drawn from a point to the extremities of a straight line is greater than the sum of two other lines similarly drawn, but included by them. Prove.
2. What is the locus of points equidistant from two given points? Prove your statement.
3. If an equilateral triangle with side a is inscribed in a circle, find radius of the circle in terms of a .
4. Upon a given straight line, to describe a segment of a circle which shall contain a given angle. Prove.
5. The sides of a right triangle are as 3:4:5. The altitude upon the hypotenuse is 12 ft. Find area.
6. The volume of a triangular pyramid is equal to one-third the product of its base and altitude. Prove.

7. The height of a right circular cone is equal to the diameter of its base: find the ratio of the area of the base to the lateral surface.
8. Every section of a sphere made by a plane is a circle. Prove.

GEOLOGY.

1. Discuss the great contributions to Geology of William Smith and Sir Charles Lyell.
2. What is meant by "Isostasy"?
3. What is the "accretion" theory of the earth's origin? In what respects is it better than the nebular theory?
4. Discuss briefly the geological antiquity of man in Europe and the United States.
5. Why is an excessive development of spines or other external structures of an organism often soon followed by its extinction?
6. In what geological horizons of Indiana are the following products found: (a) Petroleum, (b) Coal, (c) Bedford limestone, (d) Marl?
7. What is Metamorphism? Name the usual product of metamorphism of shale, limestone and sandstone.
8. What is meant by unconformity? Discuss its importance in Historical Geology. (Use diagram.)

GENERAL HISTORY.

1. Why is Egypt sometimes called "The Gift of the Nile"?
2. Who was Confucius? Sketch his influence.
3. What was the importance of the Greco-Persian Wars to future civilization?
4. What is meant by the *Barbarian Migration*?
5. What were the Crusades? Time as a whole?
6. State the most important facts about the Hanseatic League.
7. State the chief causes of the French Revolution.
8. What do we mean by *General History*?

For the State Board of Education:

CHARLES A. GREATHOUSE,

State Superintendent Public Instruction, President.

W. W. PARSONS,

President Indiana State Normal School, Secretary.

Notes to the Examiner.

1. In October, 1885 (p. 52, record), the State Board of Education made the following order: "Ordered, That the Reading Circle examinations in the Science of Teaching be accepted by County Superintendents in place of the county examination on that subject, and that the average of their *four successive yearly examinations* in the Science of Teaching be accepted by the State Board in the examination for State Certificates."

2. The State Board of Education reserves the right to call before it any applicant for oral examination, in addition to the written examination based upon the questions submitted for Life State and Professional Licenses (p. 429, record).

3. Please send manuscripts on Monday following the examination.

(2) For Graduates of Standard Colleges. Valid for life in any public school of the State. The examination is held annually in April. It is open to graduates of standard colleges who have held one or more sixty months licenses or a Professional License, and who have had thirty months successful experience with at least ten months of it in Indiana. The subjects are any three of the following: General History of Education, the School System and the School Law of Indiana, Educational Psychology, Experimental Psychology and Child Study, Leading School Systems of Europe and America, Science of Education, and Principles and Methods of Instruction.

The grades required are the same as those for a Professional License. No conditions are allowed.

The fee for this examination is five dollars.

QUESTIONS ISSUED FOR LIFE STATE (COLLEGE GRADUATES) IN APRIL, 1913.

SPECIAL NOTICE TO APPLICANTS.

The following rules govern the examination of teachers for Life State Licenses:

1. FOR GRADUATES OF STANDARD COLLEGES ONLY. The State Board of Education revised its rules governing applicants for Life State Licenses by the addition of the following resolutions:

Resolved, That the rules of the State Board of Education relating to examinations for and the granting of Life State Licenses shall be and are hereby amended by the addition of the following: All graduates of higher institutions of learning in Indiana, or other institutions of equal rank in other States approved by this Board, which require graduation from Commissioned High Schools, or the equivalent of the same, as a condition of entrance, which maintain standard courses of study of at least four years, and whose work, as to scope and quality, is approved by the State Board of Education, shall on complying with the conditions enumerated below, be entitled to Life State Licenses to teach in Indiana: *Provided, however*, That graduation by the applicant shall have been accomplished by not less than three years' resident study and by thorough, extended examinations in all subjects pursued privately and for which credit has been given by the institution: *And, provided further*, That the requirements as to three years' resident study shall apply only to applicants graduating after this date, January 18, 1900.

First. Such applicants must have held one or more sixty months' or professional licenses.

Second. They must present to the State Board of Education satisfactory written testimonials from competent superintendents, special supervisors, teachers, or other school officials to the effect that they have taught and managed a school or schools successfully for a period of not less than thirty months, at least ten of which shall have been in Indiana.

Third. They must pass thorough, satisfactory examinations in any three of the following subjects: (1) General History of Education; (2) The School System and the School Law of Indiana; (3) Educational Psychology; (4) Experimental Psychology and Child Study; (5) Leading School Systems of Europe and America; (6) Science of Education, and (7) The Principles and Methods of Instruction.

Fourth. Before entering upon the examination, such applicants shall present to the State Board of Education satisfactory evidence of good moral character, and shall pay five dollars each (the fee prescribed by law), which can in no case be refunded.

Fifth. A license will be granted to those who make a general average of 85 per cent., not falling below 75 per cent. in any subject.

In view of the fact that the manuscripts of applicants for both Life State and Professional Licenses are sent to the several members of the State Board of Education for gradation, it is essential that applicants for such licenses observe the following rules:

1. Write on one side of the paper *only*, using legal cap.
2. See that the answers to the questions in each branch are entirely separate from those of any other branch, and securely fastened together.
3. Write *full* name and postoffice address upon each set of answers.
4. Furnish the member of the State Board of Education conducting the examination *copies of recommendations*, as they are to be filed for future reference, and can not be returned.
5. The expense of sending manuscripts should be furnished by the applicant.
6. A fee of five dollars must be paid by all applicants for this license.

In Each List Answer Any Six, But No More.

HISTORY OF EDUCATION.

1. What are some of the sociological factors entering into the education of primitive peoples?
2. Discuss the old Chinese education as a type of oriental education: (a) Curriculum, (b) Method, (c) Teachers, (d) Results.
3. Compare Plato and Aristotle as educational theorists.
4. Trace the history of the "seven liberal arts" as an educational movement.
5. Discuss four types of mediaeval education: (a) Monasticism, (b) Scholasticism, (c) Chivalry, (d) Mysticism.
6. Discuss the various causes that gave rise to the universities in the latter part of the middle ages.
7. Give a history of the secondary education movement in America.
8. Who were the following: Isocrates, Marcus Aurelius, Rabelais, Aleuin, Johann Sturm, Erasmus, Melancthon, Comenius, Pestalozzi, Horace Mann, Henry Barnard?

SCHOOL SYSTEM AND SCHOOL LAW OF INDIANA.

1. What effect did the minimum wage law have upon the profession of teaching in Indiana?
2. State the arguments for and against uniform text books with the state as a unit.

3. How, in your opinion, could the office of county superintendent be made of larger service to education?
4. What has been the effect of centralization upon education in your community?
5. What are the defects in our present system of enumeration?
6. State the recent modifications made in the requirements for graduation in commissioned high schools of the state, and show what effect they will have upon the status of the high school in its relation to the college or university.
7. How does the provision made for industrial training in our public schools compare with that made in the schools of Massachusetts and Bavaria?
8. Show how a larger per cent. of the boys and girls can be induced to enter the high schools and complete the course.

EDUCATIONAL PSYCHOLOGY.

1. What use may a teacher make of the knowledge of the visual defects of individual pupils?
2. Is it advisable to appeal to only one type of imagery in teaching? Explain.
3. Should written work and examination papers be returned to the pupils with the degree of success marked upon them? Defend your answer.
4. What significance do "plateaus" have in the learning process?
5. Give illustrations from school work of securing attention through law of intensity, through the law of contact, through the law of clearness.
6. Should a child's training in adjustment to his environment be equal for all parts of this environment? What rule can you give that will cover this matter?
7. To what extent should teachers be prepared to examine and test the pupils as to their physical health and sensory capacity?
8. Give evidence to show that instincts and instinctive interests in the human child are transitory, and show the importance of this fact to education.

EXPERIMENTAL PSYCHOLOGY AND CHILD STUDY.

1. Give and discuss the Laws of Association of Ideas which are fundamental to good teaching.
2. Name and discuss several psychological mistakes which are apt to be made in consequence of a lack of knowledge of sense-perception and of its laws of growth.
3. What difference in method of teaching should be used in teaching somewhat mature minds? Why?
4. What is the purpose of punishment? What different kinds of penalties placed at the disposal of teachers are wise? Why?
5. Account for irritability of temper in children. For fidgety and peevish children.

6. Discuss the importance of play as an educational factor. What should be the range of a child's play?
7. What essential conditions are required for the development of a creative imagination?
8. What does the expression, "A teacher should interest her pupils," mean?

LEADING SCHOOL SYSTEMS OF EUROPE AND AMERICA.

1. Make a brief statement of the Educational System of France.
2. Give a general outline of the German School System.
3. What is a "Continuation School?" How is it articulated with the rest of the system?
4. Could the continuation-school idea be adapted to education in the United States? If so, how?
5. Compare and contrast the Elementary Schools of England and the United States.
6. What does it mean to "Vocationalize" the curriculum? How can the "Vocational School" be articulated with the other elements of the Public School System?
7. Outline the requirements for Classes A, B and C teachers in Indiana.
8. What effects are these professional requirements having on Education in our State?

SCIENCE OF EDUCATION.

1. Discuss briefly the relation between "Educational Theory" and "Educational Practice."
2. To what extent and under what circumstances is vocational training cultural?
3. Of what pedagogical importance is habit? What is its basis? Illustrate.
4. Tell in plain and simple language the meaning of these terms: "Herbartian," "Socratic," "ideation," "ethical training," and "apperception."
5. Name and discuss three things not now generally a part of our public school system which would increase the efficiency of our public school system.
6. To what extent may individual differences be taken into account in a typical American school of forty children in the eighth grade?
7. To what extent, if at all, should a child between ten and twelve years of age be allowed to follow a decided liking for a certain subject of study? As for example: Electricity, or art, or music. Discuss fully.
8. Outline and defend a plan for moral instruction in grades five to eight inclusive or in the high school.

THE PRINCIPLES AND METHODS OF INSTRUCTION.

1. What relation exists between the art of teaching and the science of psychology? Between education and sociology?
2. What advantages may the teacher derive from a knowledge of the localization of motor, sensory, and association areas in the cerebrum?

3. Make an argument showing the importance of motor functions in education.
4. Select some desirable habit as an example and show how the principles that underlie habit-formation may be applied in education.
5. Distinguish between work and play. To what extent are both valid in the educative process?
6. Illustrate an inductive development lesson by selecting an example of your own.
7. Formulate some principles that are valuable in teaching children how to study.
8. What factors enter into the training of memory? Illustrate by example.

For the State Board of Education:

CHARLES A. GREATHOUSE,

State Superintendent Public Instruction, President.

W. W. PARSONS,

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Notes to the Examiner.

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2. Please send manuscripts on Monday following the examination.

(3) Places for Professional and Life Examinations.

State Board examinations are held annually on the last Saturdays of February and April at the following places:

1. In the Department of Public Instruction, State House.
2. In the office of the City Superintendent of Schools, Ft. Wayne.
3. In the office of the City Superintendent of Schools, Evansville.
4. In the office of the City Superintendent of Schools, Valparaiso.
5. In the office of the County Superintendent of Schools, Richmond.
6. In the office of the President of the State Normal School, Terre Haute.
7. In the office of the President of Purdue University, Lafayette.
8. In the office of the City Superintendent of Schools, Seymour.
9. In the office of the President of Indiana University, Bloomington.

It is recommended by the State Board of Education that the daily wage of teachers who contract on professional licenses or Life State licenses shall not be less than an amount determined by multiplying four cents by 95, provided that 2 shall be added to the 95 for attending the county institute the full number of days.

(4) Rules for Professional and Life Examinations.

1. Write upon one side of the paper only, using legal cap.
2. See that the answers to the questions in each branch are entirely separate from those of any other branch, and securely fastened together.
3. Write full name and postoffice address upon each set of answers, and upon every sheet disconnected from the first one.
4. Answer the General Questions upon a separate sheet.
5. Furnish the examiner with a certified statement of experience and with three testimonials as to success.
6. Furnish the necessary postage to forward your manuscript to Indianapolis.

C. Special License. Valid for three years to teach the common branches in rural and small town schools. By a law enacted in 1907 the State Board of Education was empowered to provide a special two years course for teachers. This course is given by such accredited schools as make proper provision for it. Graduates of this course are permitted to teach without examination in the rural and small town schools of the State for a period of three years from the date of the completion of the course. Teachers of this class who desire to teach in city schools must pass the regular examination.

All two-year special course teachers without experience are in Class A. Those with one or more years' experience are in Class B. The salary grade in Class A is 85%, and in Class B 90%. Any teacher has the privilege of raising these grades by examination.

2. Licenses Issued by the State Superintendent.

A. Common School. (1) Twelve Months.—Valid to teach the common branches in any public school of the State for a period of twelve months. All teachers who were in the profession prior to August, 1908, are eligible for this examination. Graduates of commissioned or certified high schools or the equivalent, who have had at least twelve weeks' normal training in an accredited school or one or more years in a standard college are eligible to be licensed on passing this examination.

The subjects are: Arithmetic, Grammar, United States History, Physiology and Scientific Temperance, Geography, Reading, Writing, Spelling, Literature, Science of Education, Drawing and Music.

After September 1, 1915, all teachers of prevocational subjects in the elementary schools, must hold licenses covering such subjects.

The grades in writing and spelling are determined from the manuscript. An option is given to answer questions upon the reading circle books of the current year instead of the analogous subjects in the required list. For the year 1914 the following options are allowed: Science of Education or Everyday Problems in Teaching (O'Shea); United States History or Sociology and Modern Social Problems (Ellwood).

Drawing and music are not required by law for State common school license and such licenses are never withheld from applicants on account of failure in music and drawing only. In counties where the County Board of Education requires music and drawing taught in the elementary schools it is advisable that teachers applying for State common school licenses take the music and drawing also, since school trustees have the authority to refuse to contract with teachers not holding licenses in music and drawing, when the teaching of such subjects is required.

All manuscripts in Drawing must be upon drawing paper and prepared with proper drawing material. Grammar and Literature are graded from 0 to 90 on the correctness of the answers and from 0 to 10 on the quality of English used.

A license is not issued unless the general average is 85%, with no grade below 75%. A teacher holding this license is in Class A.

NOTE.—Certificate of training must be on file in the Department of Public Instruction *before a license can be issued.*

(2) Twenty-four months.—Valid to teach the common branches in any public school of the State for a period of twenty-four months. All teachers who had one or more years' experience prior to August, 1908, and all Class A teachers of one year's experience and twenty-four weeks' normal training in an accredited school or one year or more in a standard college and 12 weeks' training in a school accredited for the training of teachers, are eligible to be licensed on passing this examination. The subjects and conditions are the same as in (1) above.

A license is not issued unless the general average is 90% with

no grade below 80%. The general average is one-half of the sum of the average scholarship and the success grades.

A teacher holding this license is in Class B.

NOTE.—Applicants who have not completed the required training for this class will receive such license as their training entitles them to, unless they request at the time they are examined that their manuscripts be held until they complete their training, and certificates are on file in the Department of Public Instruction.

(3) Thirty-six Months.—Valid to teach the common branches in any public school of the State for a period of thirty-six months. All teachers who had one or more years' experience prior to August, 1908, and all Class A and B teachers of three years' experience and three years' normal training in an accredited school are eligible for this examination. The subjects, conditions and method of determining general average are the same as in (2) above.

A license is not issued unless the general average is 95% with no grade below 85%. A teacher holding this license is in Class C., or if such teacher has had five years successful experience, two of which have been taught as a Class C teacher, he is in Class D.

NOTE.—1. Same as note under Twenty-four Months.

2. Applicants should be careful to state the number of years they have taught and the years during which this teaching was done. By so doing they will relieve the department of any difficulty in determining their classification.

B. Primary. (1) Twelve Months.—Valid to teach the common school branches in grades one, two, three and four of the public schools of the State for a period of twelve months. Eligibility, conditions, subjects, required grades, and class are the same as for twelve months common school.

In all subjects applicants for Primary license will answer any three of the eight common school questions in the subject and in addition the three questions relating to the primary phase of the subject.

(2) Twenty-four Months.—Valid to teach the common school subjects in grades one, two, three and four of the public schools of the State for a period of twenty-four months. The subjects are the same as in (1) Primary. All other requirements are the same as for a twenty-four months common school.

(3) Thirty-six Months.—Valid to teach the common school branches in grades one, two, three and four of the public schools of the State for a period of thirty-six months. The subjects are the same as in (1) Primary. All other requirements are the same as for a thirty-six months common school.

QUESTIONS ISSUED FOR PRIMARY AND COMMON SCHOOL EXAMINATIONS IN JANUARY, 1914.

NOTE 1—Applicants are requested not to designate the grade of license applied for. They will receive whatever their grade and eligibility merit.

NOTE 2—All applicants not "in the service" prior to 1908, must have certificates of their professional training on file in the State Department of Public Instruction before their licenses can be issued by the State.

NOTE 3—Applicants for Primary licenses will answer any three of the eight common school questions and the three primary questions for each subject on which they write.

RULES FOR EXAMINATION.

1. These questions shall be used on the last Saturday of the month only.
2. During the examination, all books, maps, globes, or other aids, shall be removed from sight.
3. The writing of applicants should be done in every case with pen and ink, to prevent erasures and changes.
4. All conversation or communication should be absolutely forbidden during the examination.
5. At no time during the examination should any questions be shown, except such as have been or are then being used.
6. The printed lists should be divided, so that no opportunity or temptation may be given to applicants to refer to authorities at recess.
7. Applicants should not be permitted to ask questions. If they have any doubts as to the meaning of a question, let these be offered in writing, so that the Superintendent may consider them when he examines the answers to the questions.
8. If a correction is necessary, erasures should not be made, but a single mark should be drawn over the error, that the Superintendent may see the error as well as the correction. In arithmetic, the entire work should appear on the manuscript.
9. Each subject shall be graded on a scale of a hundred, except those noted, each question being valued at an equal part of one hundred, except when marked otherwise.
10. These rules should be given the applicants before entering upon the examination.

WRITING AND SPELLING.

The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to *legibility* (50), *regularity of form* (30), and *neatness* (20). The handwriting of each applicant will be considered in itself, rather than with reference to the standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

GENERAL QUESTIONS.

Do not write your name on any manuscript intended for the State Department if you want it graded.

1. Give your address.
2. In what county is this examination taken?
3. In what county do you reside?
4. In what county did you teach last?
5. When did you begin to teach? (Calendar year and month).....
How long have you taught?.....
6. What grades of licenses have you held?
7. Have you sent any other manuscripts to this Department during the present year?
8. If so, give county, number and month.
County.....Number.....Month.....
County.....Number.....Month.....
County.....Number.....Month.....
9. Underline the kind of license for which you are applying: Common School; High School; Primary; Sixty Months; Kindergarten; Supervisor's.
10. Name the papers and periodicals, educational and cultural, which you read.
11. What books of the Teachers' Reading Circle have you read?
12. From what high school are you a graduate?
13. State the length of your Normal School or Professional Training in weeks.
14. When and where was this received?
15. What is the extent of your college training?
16. When and where was this received?
17. Have you given or received aid during this examination?

The Board suggests that, since many questions admit of a variety of answers, credit be given for the intelligence shown in the answers, rather than for their conformity to the views of the Superintendent.

NOTE 1.—Neither the State Board of Education nor any member of the Board prepares for publication in any periodical whatever answers to the questions asked by this State Board of Education. The State Board is not in any way responsible for such publication.

FORENOON QUESTIONS, COMMON SCHOOL AND PRIMARY.

In Each List Answer Any Six, But No More.

ARITHMETIC, COMMON SCHOOL AND PRIMARY.

1. How would you teach the correct position of the decimal point in the quotient obtained by dividing 4.321 by 36.4? State the law derived.
2. The pitch of a screw is 16 threads to the inch. How many turns must be made to move the screw $\frac{3}{8}$ of an inch?
3. A sold two carriages at \$150 each. On one he gained 20%, and on the other he lost 20%. Did he gain or lose on the entire transaction, and what %?

4. At what price must a dealer mark goods that cost him \$458, so as to take off 10% and still make 10% profit?
5. The assessed valuation of Indiana is \$1,800,000,000. The new law provides an annual tax of \$.07 on the \$100 for the support of Indiana University, Purdue University and the Indiana State Normal School. What does each institution receive since the same law divides the revenue in the respective ratios: 2, 2 and 1?
6. The diagonal of one face of a cube is 162 inches. Find the volume and the surface.
7. A man bought a piece of alloy for \$72.25. The number of pounds purchased equalled the number of dollars per pound. How many pounds were there?
8. What will a draft for \$388 cost at 1-5% premium?

PRIMARY ONLY.

(Answer any three of the above and these three.)

9. What is the value of using objects in primary arithmetic teaching? what the danger?
10. How would you teach multiplication when the multiplier is more than one figure?
11. How would you teach long division?

GEOGRAPHY, COMMON SCHOOL AND PRIMARY.

1. What are the uses of forests?
2. What are the uses of mountains?
3. If you were contemplating manufacturing shoes, where would you locate your factory? Why?
4. In what ways will the use of the Panama Canal give the United States an advantage in commerce?
5. Name the two cities in the United States where growth is most likely to be influenced by the Panama Canal and give reasons why.
6. What important changes have been made in the political boundaries in Canada?
7. Tell what you can about the Republic of China.
8. Why is the irrigation system common in Italy?

PRIMARY ONLY.

(Answer any three of the above and these three.)

9. What use can be made of the sand table in teaching Geography?
10. How would you teach "direction" to children?
11. What is the course in geography for the third grade as outlined in the State Course of Study?

(Select only one of the following two subjects.)

UNITED STATES HISTORY, COMMON SCHOOL AND PRIMARY.

1. What does each of these names suggest to you: Hull, Webster, Clay, Douglas and Genet?
2. What were the chief provisions of the "Omnibus Bill"? Which one had the greatest political effect?

3. Give an account of the settlement of Georgia.
4. At what times in the history of the United States has the right of secession from the Union been claimed or threatened?
5. Name three large acquisitions of territory made by the United States. Tell how each was acquired.
6. What was the "National Road"? What was its effect on the history of the United States?
7. Explain the compromises in the Constitution of the United States.
8. What are the three divisions of our national government? Briefly give duties of each.

PRIMARY ONLY.

(Answer any three of the above and these three.)

9. What should be the nature of the history work below the fifth grade?
10. What place does biography occupy in history work below the fifth grade?
11. How would you introduce a character like George Washington to first grade pupils?

SOCIOLOGY AND MODERN SOCIAL PROBLEMS, COMMON SCHOOL AND PRIMARY.

1. What does the author mean by the term "society"?
2. Name five sociologists.
3. Discuss social evolution.
4. Differentiate between maternal families and paternal families.
5. Regarding the distribution of the number of divorces in the United States, what would you say in comparing the following: (a) country and city; (b) childless couples and those having children; (c) different religious denominations; (d) native and foreign born; (e) on demand of husband, and on demand of wife?
6. Contrast the sources of our immigration a quarter of a century ago with the present sources.
7. What is Booker T. Washington's solution for the negro problem?
8. Professor Devine names ten conditions essential to a normal social life. Give at least six of these conditions.

(Select only one of the following two subjects.)

SCIENCE OF EDUCATION, COMMON SCHOOL AND PRIMARY.

1. What is the value of habit in life?
2. What are society's contributions to the individual's growth?
3. Explain the educational value of the examination to the pupil.
4. Suggest ways of making the recitation less artificial.
5. What is the psychological value of the drill lesson?
6. Suggest ways of eliminating waste in the study period.
7. Discuss the value of class visits to museums.
8. Is curiosity an aid or a hindrance to education? Explain.

PRIMARY ONLY

(Answer any three of the above and these three.)

9. What is the psychological relation between work and play?
10. In what school processes does the instinct of imitation play a part?
11. Name three other instincts beside the one mentioned in (10), and explain their relation to school work.

EVERY DAY PROBLEMS IN TEACHING, COMMON SCHOOL AND PRIMARY.

1. Discuss the advantages of good order both for pupil and school.
2. What is the author's attitude toward corporal punishment?
3. Give the author's treatment of "The Verbal Study of Weights and Measures."
4. Discuss the following: "The chief trouble with modern teaching is, that it seeks to get at formal results without regard to the sort of experience the pupil has in reaching the same."
5. Why is Geography a good study for effective thinking?
6. Should technique be of first importance in vocal and instrumental music?
7. Why does a boy twelve years old have trouble in using the following words: Multiplicand, subjunctive, integer and nominative?
8. How does humor aid in school-room success?

AFTERNOON QUESTIONS, COMMON SCHOOL AND PRIMARY.

PHYSIOLOGY AND SCIENTIFIC TEMPERANCE, COMMON SCHOOL AND PRIMARY.

1. Define food and name the kinds of food that are necessary to the body.
2. What are the essential properties of a muscle? How does a muscle differ from a tendon?
3. Explain the effect of alcohol upon the lungs.
4. What is the use of tears in the eye?
5. Explain the different methods of disinfection.
6. Distinguish between a beverage and a narcotic.
7. Suggest a diet for an aged person and give reasons for the same.
8. Describe the work of the State Board of Health.

PRIMARY ONLY.

(Answer any three of the above and these three.)

9. Should the emphasis in the primary grades be placed upon the physiology or hygiene aspect of the subject?
10. How would you teach primary children the importance of cleanliness of person, dress and surroundings?
11. How would you discover defects in vision among primary children?

LITERATURE, COMMON SCHOOL AND PRIMARY.

(90% for correctness of answers; 10% for quality of English.)

1. Name six of Walter Scott's best novels. With what period in history is each correlated?
2. "Of man's first disobedience and the fruit of that forbidden tree whose mortal taste
Brought death into the world and all our woe."
From what is the above taken? Who wrote it? What is the Biblical allusion?
3. Who wrote *Comus*? *The Jungle Book*? *The Marble Faun*?
4. From what book is each of these characters taken: Falstaff; Lade Dedlock; Sancho Panza?
5. Write a short biography of Whittier.
6. Name four American orators. With what great question was each concerned?
7. Distinguish between metaphor and metonymy. Illustrate each.
8. In teaching the correct use of English what place should be given to grammar?

PRIMARY ONLY.

(Answer any three of the above and these three.)

9. What place should the memorizing of choice selections have in the primary grades?
10. How would you interest primary children in good literature?
11. What relation have the selections in the Readers to the cultivation of a taste for good literature?

GRAMMAR, COMMON SCHOOL AND PRIMARY.

(90% for correctness of answers; 10% for quality of English.)

1. How do you determine what part of speech a word is?
2. Analyze: "I now found myself among noble avenues of oaks and elms whose vast size bespoke the growth of centuries."
3. (a) What is inflection in English grammar? (b) What parts of speech are inflected?
4. Write the plural form of each of the following: Valley, zero, nine, plus, lily, wharf, potato, ox, Miss Smith, deer.
5. Parse verbs in the following: "The work might have been finished if you had worked steadily."
6. What is a clause? Name two kinds of clauses and illustrate.
7. (a) What is a conjunction? (b) According to *use* what are the classes of conjunctions? Illustrate.
8. What errors in the use of the verb are most common? What is your plan of correcting these errors of speech?

PRIMARY ONLY.

(Answer any three of the above and these three.)

9. If a pupil uses incorrect expressions in the oral reproduction of a story should the child be stopped at once and required to correct the error? Give reasons for your answer.

10. What methods do you use for correcting the errors in the speech of children in the primary grades?
11. What technical grammar, if any, should be taught in the primary grades?

READING, COMMON SCHOOL AND PRIMARY.

1. What tests should be made in selecting reading material for class use?
2. Should oral reading, as a rule, precede, or follow the getting of the thought? Give reason.
3. What place, if any, should be given to humorous selections in school reading?
4. What is the value of imitation as a means in teaching oral expression?
- 5-6. Select one of the following poems and show, step by step, how you would teach it: "Miles Standish," "Evangeline," "Mabel Martin," "The Barefoot Boy," "Out to Old Aunt Mary's," "The Pied Piper of Hamelin."
7. What is the value, if any, in dramatization, as a means in teaching reading?
8. In general, what aim or aims should the teacher have in mind in making the first assignment for the study of a selection?

PRIMARY ONLY.

(Answer any three of the above and these three.)

9. In what respects is the process in learning to read like the process in learning to talk? In what respects is it different?
10. Does the teaching of spelling facilitate, or retard the child's progress in beginning reading? How?
11. What is the place and importance of silent reading in primary work?

DRAWING, COMMON SCHOOL AND PRIMARY.

1. Sketch the upper part of the farthest corner of the room in which you are writing.
2. Illustrate in water colors, "In January falls the snow."
3. Make a figure sketch in pencil mass, showing action.
4. Explain the difference between the point of sight and vanishing points; illustrate by two drawings of a cube.
5. Draw a hemispherical glass bowl containing three apples; pencil outline.
6. Draw some domestic animal in mass or outline.
7. Illustrate, in pencil, some part of the "Three Bears."
8. Draw a rectangular toy, sled, wagon, or cars.

PRIMARY ONLY.

(Answer any three of the above and these three.)

9. Would you use water colors in the first year primary? Reason for answer.
10. How would you interest children in the primary grades in the subject of drawing?
11. Can you correlate drawing in the primary grades with other subjects? If so, how?

MUSIC, COMMON SCHOOL AND PRIMARY.

1. Define an opera. Oratorio. Anthem.
2. Use the bass clef and write the Chromatic scales of B and A flat.
3. Define a triad. Write an example of each kind of triad from the root d.
4. Define and illustrate a perfect plagal cadence; a perfect authentic cadence.
5. Trace the work in chromatics through the grades.
6. Write the signatures for the following major keys, using the tenor clef: F sharp, C, E, B flat, C flat, D, D flat, G.
7. Write the melodic form of D minor.
8. Write the harmonic form of A flat minor.

PRIMARY ONLY.

(Answer any three of the above and these three.)

9. Write four rhythm exercises that could be used in the second grade.
10. What technical work in music, if any, should be given below the third grade?
11. Should songs for beginners be of few or many types? Reasons for answer.

For the State Board of Education:

CHARLES A. GREATHOUSE,

State Superintendent Public Instruction, President.

W. W. PARSONS,

President Indiana State Normal School, Secretary.

C. High School. (1) Twelve Months.—Valid to teach the subjects designated in any public high school of the State for a period of twelve months. The eligibility and grade requirements are precisely the same as for a twelve months common school.

The subjects are: Science of Education, Latin, German, French, Spanish, Literature and Composition, History and Civics, Physical Geography, Commercial Geography, Zoölogy, Botany, Physics, Chemistry, Physiology, Commercial Arithmetic, Algebra, Geomtry, Bookkeeping, Stenography, Music, and Drawing.

After September 1, 1915, all high school teachers of prevocational subjects must hold licenses covering such subjects.

All applicants must make licenses in the Science of Education once during the year. They are expected to do so on the first examination taken. On subsequent examinations, the number of the manuscript containing Science of Education should be given. An applicant is entitled to a license if he makes the required grades and average on a majority of subjects attempted. Science of Education is counted in the average, but not in the majority above referred to, since it is required of all. In all Literature examinations the manuscript is graded from 0 to 75 on correctness of answers and from 0 to 25 on the quality of English used.

(2) Twenty-four Months.—Valid to teach the subjects designated in any public high school of the State for a period of twenty-four months. The eligibility and grade requirements are precisely the same as for a twenty-four months common school. The license may be issued upon any number of subjects provided the Science of Education requirement is met.

(3) Thirty-six Months.—Valid to teach the subjects designated in any public high school of the State for a period of thirty-six months. The eligibility and grade requirements are precisely the same as for a thirty-six months common school. This license may be issued upon any number of subjects, provided the Science of Education requirement is met.

(4) Sixty Months.—Valid to teach the common branches in any public school of the State, the licensed high school subjects in any certified or commissioned high school and any high school subject in other high schools, for a period of sixty months. To be eligible for this examination the applicant must hold a thirty-six months common school license issued during the current examination year.

The subjects of this examination are arranged in six groups with requirements as indicated.

- I. Literature and Composition. (Required.)
- II. Algebra or Geometry. (One required.)
- III. Botany, Zoölogy, Chemistry, Physics, or Physical Geography. (One required.)
- IV. History and Civics. Latin, German, French or Spanish. (One required.)
- V. One subject not already taken, to be selected from II, III or IV.
- VI. Science of Education. (Required once during the year.)

Six subjects selected in compliance with the above grouping are required. When taking the examination the applicant may, if he chooses, write upon additional subjects and have the grades entered upon his license. To secure this license the average upon the high school subjects must be 85% with no grade below 75%. The grades of the thirty-six months license required for eligibility will be entered upon the sixty months license.

It is recommended by the State Board of Education that the daily wages of teachers who contract on sixty months licenses shall not be less than an amount determined by multiplying 4 cents by 95, provided that 2 shall be added to the 95 for attending the county institute the full number of days.

QUESTIONS ISSUED FOR HIGH SCHOOL EXAMINATION IN JANUARY, 1914.

HIGH SCHOOL EXAMINATION QUESTIONS

FOR COUNTY AND STATE HIGH SCHOOL AND SECOND DIVISION SIXTY
MONTHS' LICENSES.

NOTE 1.—All applicants not "in the service" prior to 1908 must have certificates of their professional training on file at the State Department of Public Instruction before their licenses can be issued by the State.

NOTE 2.—The requirements for a sixty months' license are as follows: The first division, an average of 95 per cent., not falling below 85 per cent. in the "Common Branches," the second division an average of 85 per cent., not falling below 75 per cent. in any of the five branches, as follows:

- Group 1. Literature and composition (required of all applicants).
- Group 2. Algebra or Geometry (one required).
- Group 3. Botany, Zoology, Chemistry, Physics, or Physical Geography (one required).
- Group 4. History and Civics, Latin, German, French or Spanish (one required).
- Group 5. One subject from "2," "3," or "4" not already taken. Six subjects are required in this division.
- Group 6. Science of Education (required).

Seven subjects have been added to the high school list—Commercial Arithmetic, Commercial Geography, Bookkeeping, Shorthand, Physiology, Music and Drawing. These subjects do not constitute a part of the second division sixty months' license.

In order to secure a sixty months' license the MSS. of both divisions must be sent to this department, by number, for gradation. The fee of \$1.00 must be sent with the MSS. in each division.

NOTE 3.—The division into forenoon and afternoon subjects should be rigidly observed. In no case should a forenoon subject be written on in the afternoon, nor an afternoon subject written in the forenoon. No forenoon lists should be given out later than 10:30 a. m., and no applicant writing on a forenoon subject should be allowed to leave the examination room earlier than 11 a. m.

IMPORTANT.

Answer these questions first, except question number 17, which should be answered at the close of the examination.

GENERAL QUESTIONS.

Do not write your name on any manuscript intended for the State Department if you want it graded.

1. Give your address.
2. In what county is this examination taken?
3. In what county do you reside?
4. In what county did you teach last?
5. When did you begin to teach? (Calendar year and month).....
How long have you taught?.....
6. What grades of license have you held?
7. Have you sent any other manuscripts to this Department during the present year?
8. If so, give county, number and month.
County.....Number.....Month.....
County.....Number.....Month.....
County.....Number.....Month.....
9. Underline the kind of license for which you are applying. Common School; High School; Primary; Sixty Months; Kindergarten; Supervisor's.
10. Name the papers and periodicals, educational and cultural, which you read.
11. What books of the Teachers' Reading Circle have you read?
12. From what high school are you a graduate?
13. State the length of your Normal School or Professional Training in weeks.
14. When and where was this received?
15. What is the extent of your college training?
16. When and where was this received?
17. Have you given or received aid during this examination?

The Board suggests that, since many questions admit of a variety of answers, credit be given for the intelligence shown in the answers, rather than for their conformity to the views of the Superintendent.

NOTE 1.—*Neither the State Board of Education nor any member of the Board prepares for publication in any periodical whatever answers to the questions asked by this State Board of Education. The State Board is not in any way responsible for such publication.*

In Each List Answer Any Six, But No More.

SCIENCE OF EDUCATION.

1. Define memory.
2. What is the relation of subconsciousness to education?
3. How may the will be trained?
4. Discuss fiber growth in the brain.
5. What are some of the tendencies against good scholarship in our modern high schools and colleges?
6. What is meant by the scientific method in education?
7. What is meant by plateaus of learning?
8. Discuss the theory of the evolution of mind.

ALGEBRA.

1. Three numbers are in arithmetical progression, and the product of the extremes is 5 times the mean; also the sum of the two largest is 8 times the least. Find the numbers.
2. Find the square roots of: $49+112x^2+70x^3+64x^4+80x^5+25x^6$.
3. Show that $\frac{a^2+b^2-a^{-2}-b^{-2}}{a^2b^2-a^{-2}b^{-2}} + \frac{(a-a^{-1})(b-b^{-1})}{ab+a^{-1}b^{-1}} = 1$.
4. Solve graphically the equation: $x^2-7x+6=0$.
5. Find the following indicated product: $\frac{m^3+n^3}{m^3-n^3} \cdot \frac{n-m}{n+m} \cdot \frac{[(m+n)^2-mn]}{[(m-n)^2+mn]}$.
6. Find the dimensions of a right triangle if its hypotenuse is 20 ft. and the base exceeds the altitude by 4 ft.
7. Simplify $\frac{\sqrt{1+a}-\sqrt{1-a}}{\sqrt{1+a}+\sqrt{1-a}}$.
8. Divide $a-a^{\frac{3}{4}}+6a^{\frac{1}{2}}-4a^{\frac{1}{4}}+1$ by $a^{\frac{1}{4}}-2a^{\frac{3}{4}}+1$.

GEOMETRY.

1. Prove: The perpendiculars from the vertices of a triangle to the sides opposite meet in a point.
2. Prove: The circle described on the side of a rhombus as a diameter passes through the point of intersection of the diagonals.
3. The sides of a triangle are 6, 7 and 8, respectively. In a similar triangle the side homologous to 8 is 40. Find the other two sides.
4. Construct an isosceles triangle equivalent to a given triangle and upon the same base. Prove your construction.
5. The diameter of a circle is 18 in. Find the area of the figure between this circle and the circumscribed equilateral triangle.
6. Prove that the perpendicular is the shortest line from a point to a plane.
7. Prove that the sum of the angles of a spherical triangle is greater than 180° and less than 540° .
8. Give fully but briefly your method of conducting a recitation with a class in Geometry.

COMMERCIAL ARITHMETIC.

1. A paper dealer buys 6 reams of flat paper, $17'' \times 22''$, 28 lb. to the ream, at 8c. a pound. He cuts the paper into sheets $8\frac{1}{2}'' \times 11''$, and sells it at \$1 a ream. Find his rate per cent. of gain.
2. What will be the cost of a hardwood floor in a room $30' \times 28'$, if the labor and incidentals cost \$25.50, the lumber \$30.50 per M., and 60 sq. ft. are allowed for waste?
3. A commission merchant charged $3\frac{1}{2}\%$ commission and $1\frac{1}{2}\%$ guaranty for buying a stock of provisions. If the commission merchant received \$22, what sum should the principal remit to cover cost of the provisions, commission, and guaranty?

4. June 1, 1907, a certain city borrowed \$250,000 with which to build a new high school, and issued $4\frac{1}{2}\%$ 10-yr. coupon bonds as security. If these bonds sold (through a broker), at $101\frac{3}{8}$, how much was received by the city? If A bought five \$1,000 bonds, how much did they cost him? If interest is payable semi-annually, what date (of maturity) should the last interest note of each bond bear? What will be the amount of each interest note?
5. Write a bank draft using the following data: your address and current date; drawer, Central National Bank; drawee, Chemical National Bank, New York; amount, \$711.94; payee, C. E. Denison; cashier, your name. How large a check will pay for the draft at 1-10% premium? Write the draft.
6. The capital stock of the National Shawmut Bank is \$3,000,000, and dividends are declared semi-annually. The profits of the bank for a certain six months are \$185,750. 10% of this sum is carried to a surplus fund. The directors then vote to declare a dividend of $3\frac{1}{2}\%$ and carry the balance of the profits to undivided profits account. What amount was carried to surplus fund account? To dividend account? To undivided profits account?
7. If there is a duty of \$1.25 per gallon, and 45% on varnish, at what price must it be sold per gallon to gain $33\frac{1}{3}\%$, if the cost in London is \$2.11 per gallon and there are no freight charges?
8. The terms of the invoice are 2-10, n-30. When full credit is given for payment to any amount, how much must be the remittance to entitle the remitter to \$300 credit?

BOTANY.

1. Distinguish between algae and fungi.
2. What is the purpose of the stomata on leaves?
3. From what sources do plants obtain their food?
4. Give a method for the extraction of oil from seeds.
5. Describe the anther of a flower and tell the purpose of its content.
6. Make a list of the agents of seed and spore distribution.
7. Name five different shapes of leaves.
8. What is the cambium layer? Why is it important?

ZOOLOGY.

1. State clearly what is meant by: (a) lepidoptera, (b) blastostyle, (c) nematocysts, (d) vas deferens, (e) maxilliped.
2. Give an outline of the life-history of the tapeworm.
3. Classify the various services that birds render to mankind.
4. Make a diagrammatic cross-section of a mammal, at the level of the heart, and label all the organs that should appear in the section.
5. Describe reproduction in bees.
6. Classify by phyla, class and order: ape; bullfrog; crow; snapping turtle; beaver; San Jose scale; eel; slug; trout; tadpole.
7. Explain the meaning of the term, "Mutation Theory."
8. With what advances in zoology are the following names associated: DeVries, Linnaeus, Charles Darwin?

PHYSICS.

1. Distinguish between uniform velocity and velocity at any instant.
2. To enable it to rise from the ground an aeroplane must be given a velocity of 45 miles per hour. If this is accomplished by drawing it along the ground for 20 seconds what acceleration must be given to it? How far must it be drawn?
3. Distinguish between forced vibrations and sympathetic vibrations.
4. Give the essential steps in finding the specific gravity of a sample of lead ore.
5. Explain the action of a hot air furnace.
6. How are the lenses arranged in a compound microscope?
7. What is magnetic inclination? Magnetic declination?
8. Explain how the direction of an electric current in a conductor may be determined by means of a compass.

CHEMISTRY.

1. Define and illustrate catalysis, allotropy, double decomposition, reduction, synthesis.
2. Give methods of making two important oxides of nitrogen and tabulate the properties of one of them.
3. Calculate from Boyle's law the change in volume of 500 cc. of a gas when one-fourth of the pressure upon it is removed.
4. What becomes of the oxygen breathed into the lungs and why does the living body remain warm?
5. Starting with sulphur and any other substances needed, describe a method of making sodium sulphate.
6. What different methods can be used in making salts? Illustrate.
7. State and illustrate the law of chemical combination.
8. Give a practical laboratory experiment in which the following substances act as oxidizing agents; nitric acid, sulphuric acid, chlorine, ozone.

PHYSICAL GEOGRAPHY.

1. Define physical geography. Why should it be taught or not be taught in the high school?
2. Outline the topographic effects of the work of the atmosphere. Of what economic importance is each?
3. (a) Give the conditions necessary for the existence of a lake.
(b) Give the various ways by which lakes are made.
(c) How are lakes destroyed?
4. State the five chief causes which produce the seasons.
5. Discuss methods of fighting frost.
6. Draw a diagram showing how the moon appears, from a position above its orbit in its four phases.
7. Explain the relative effect of the sun, and of the moon, upon the tides of the earth.
8. Outline, in their proper relations, the chief elements of climate. Explain the general distribution of one of the elements named.

HISTORY AND CIVICS.

1. Name the three general divisions of the Caucasian branch of the human family, and two characteristic nations of each branch.
2. Characterize the Teutonic people.
3. How do you account for the decline of Spain?
4. Name five effects of the Crusades upon Europe.
5. Characterize the "Age of Aristotle."
6. What is the Eastern Question?
7. Name and give the dates of the principal events in the life of William the Conqueror.
8. What do the following dates signify: 1453, 44 B. C., 1066, 1660, 1793, 1814?

PHYSIOLOGY.

1. Describe the largest gland in the body and explain its function.
2. Name the constituents of the blood and state the function of each.
3. Explain the general scheme of the circulation.
 1. Explain the general effects of tobacco upon the heart.
 5. What is lymph? Explain the necessity of lymph to the body.
 6. Discuss the value of pure air in a school room.
 7. Name the different kinds of nutrients and state the purpose of each.
 8. Discuss hygienic housekeeping.

AFTERNOON QUESTIONS.

LITERATURE AND COMPOSITION.

1. How did the Norman Conquest influence English Literature?
2. What characterizes the Elizabethan Age in English Literature?
3. Discuss the characteristics and influence of Milton.
4. Who wrote *Pride and Prejudice*? *The Two Voices*? *Hypatia*?
5. To whom do the following sobriquets refer: *The Ayrshire Plowman*, *Bard of Avon*, *Sage of Chelsea*?
6. Name the book and its author in which each of these characters is found: *Madame Defarge*, *David Balfour*, *Casca*.
7. Account for the character of American Literature during the Colonial Period.
8. What place should English grammar have in the high school course? Reasons.

LATIN.

1. Why is Latin regarded a fundamental foreign language for the high school course?
2. Translate:

Postridiē eius diēi Caesar, priusquam sē hostēs ex terrōre ac fugā recipere, in *finēs* Suessiōnum, quī proximī Rēmīs erant, *cærcitum* dūxit et magnō itinere ad oppidum Noviciūm contendit. Id ex itinere oppugnāre cōnātus, quod vacuum ab dēfēsōribus esse audiēbat, propter lātitudinem fossae *mūrīque* altitudinem paucīs dēfendentibus expugnāre nōn potuit. *Castrīs* mūnīs vineās agere quaeque ad oppugnandum ūsū erant comparāre coepit.

3. Give construction of the words in italics in above.
4. How many declensions of nouns has the Latin? Give the distinguishing marks of each.
5. Translate:
 Ac iam illa omittō (neque enim sunt aut obscura aut nōn multa commissa postea); quotiēns tū mē designatum, quotiēns cōsulem interficere cōnātus es! quot ego tuās petitiōnēs ita coniectās, ut vitārī posse nōn vidērentur, parvā quādam declinātiōne et, ut aiunt, corpore effūgī! Nihil adsequeris neque tanem cōnārī ac velle desistis. Quotiēns tibi iam extorta est ista sica dē manibus, quotiēns excidit eāsū aliquō et elāpsa est! quae quidem quibus abs tē initiāta sacrīs ac dēvōta sit, nesciō, quod eam necesse putās esse in cōsulis corpore dēfīgere.
6. Construe subordinate clauses in question 5.
7. Translate:
 Hunc tū olim *caelō* spoliīs Orientis onustum accipiēs sēcūra; vocabitur hīc quoque vōtis. Aspera tum positīs mitēscent *saccula* bellis; cāna Fidēs et Vesta, Remō cum frātre Quirīnus iūra dabunt; dīrae *ferrō* et compāgibus *artīs* claudentur bellī portae; Furor impius intus saeva sedēns super arma et centum vincetus aēnis post tergum nōdis fremet horridus *ore* eruentō.
8. Decline the nouns in italics in question 7.

GERMAN.

(Questions 1, 5 and 8 must be answered.)

1. Uebertragen Sie ins Englische:
 - 1 Es gibt im Menschenleben Augenblicke,
 Wo er dem Weltgeist näher ist als sonst
 Und eine Frage frei hat an das Schicksal.
 Solch ein Moment war's, als ich in der Nacht.
 - 5 Die vor der Lützner Aktion vorherging,
 Gedankenvoll! an einen Baum gelehnt,
 Hinaussah in die Ebene. Die Feuer
 Des Lagers brannten düster durch den Nebel,
 Der Waffen dumpfes Rauschen unterbrach,
 - 10 Der Runden Ruf einförmig nur die Stille.
 Mein ganzes Leben ging, vergangenes
 Und künftiges, in diesem Augenblick
 An meinem inneren Gesicht vorüber,
 Und an des nächsten Morgens Schicksal knüpfte
 - 15 Der ahnungsvolle Geist die fernste Zukunft.

(Schillers *Wallenstein*.)
2. Nennen Sie fünf Präpositionen in 1. Welchen Kasus regieren Sie?
 (In Hinsicht auf obiges Zitat).
3. Erklären Sie die Wortfolge in den 5, 7 und 14, Zeilen.
4. Was war "die Lützner Aktion"?

5. Uebertragen Sie ins Deutsche: In the twelfth century began the long and fierce contention—lasting more than a hundred years—between the pope and the emperors. It was simply the continuation of the struggle to decide whether the "world-priest" or the "world-king" should be supreme. (Adapted from Myers.)
6. Schreiben Sie einen Aufsatz (von mindestens 250 Wörtern) über Deutschlands Verfassung.
7. Chamisso, Lessing, Storm. In welchem Jahrhundert lebten dieselben? Geben Sie eins ihrer Werke an.
8. Wie kann der Schüler eine gute Aussprache erlangen?

FRENCH.

1. Give principal parts and third person plural of simple tenses of: *avoir*, *faire*, *prendre*, *sortir* (ten forms for each verb).
2. 1. Name four verbs that govern the infinitive without a preposition.
2. When does *cent* not take an *s* in the plural?
3. Give French sentences containing: *dout*; *anxieux*; *desquels*; *quels*.
3. Translate into French:
 1. She and I were waiting for you at my uncle's.
 2. Lend us the books you bought last week.
 3. You will be rich when you have what your old aunt possesses.
 4. We want to go to France and it is possible that we may go to Rome.
4. Translate into English:
 1. Il m'a dit qu'il ne savait rien de ce qui s'était passé, qu'il dormait.
 2. Ne les plaignez pas; j'ai dû les punir; ils ne s'étaient pas bien conduits.
 3. Quoi que cet homme vous conseille, ne l'écoutez pas, il pourrait vous perdre.
 4. Gardez—vous de mettre votre belle robe; il pleuvra aujourd'hui.
5. Translate into clear idiomatic English:

Pendant une marche longue et pénible dans un pays aride, l'armée d'Alexandre souffrait extrêmement de la soif. Quelques soldats que le roi avait envoyés à la découverte trouvèrent un peu d'eau dans le creux d'un rocher, et l'apportèrent au roi. Alexandre montra cette eau à ses soldats, pour les encourager à supporter la soif avec patience, puisqu'elle leur annonçait une source voisine. Alors au lieu de la boire, il la jeta par terre aux yeux de toute l'armée. Quel est le soldat qui, sous un tel chef, se serait plaint des privations et des fatigues?
6. 1. Expliquez la forme du participe *envoyés*.
2. Quel est le participe passé de *souffrir*? l'infinitif de *annonçait*?
3. Conjuguez *jeter* au présent de l'indicatif.
7. Give the English equivalent of: (1) je le crois bien, (2) n'importe, (3) il fait nuit, (4) tous les huit jours, (5) je voudrais bien, (6) il a dû partir, (7) je lui ai fait part de mes plans, (8) sous peu, (9) au courant de, (10) prendre un parti.

8. (a) 1. What is the irregularity in the conjugation of verbs of the *lcerer* class?
 2. State two functions of the imperfect. Illustrate.
 (b) In what century did Voltaire live?

SPANISH.

1. Copy the following words supplying the graphic accent when needed on the stressed vowel, which has been italicized: roído, tictan, haehon, Hércules, gorjeo, galan, averiguas, venzáis, bullicio, frances.
2. Write the third singular of the present indicative, imperfect indicative, future, preterite, present subjunctive, and the two imperfect subjunctives of *salir*, *cacer*, *ir*, *dar*, *traer* (7 forms for each verb).
3. Translate into Spanish:
 a. If I lived in Spain, I would speak Spanish every day.
 b. John, bring (*traer*) me the tea; do not bring me the coffee. (Use familiar address.)
 c. Who is coming?—I see nobody.
4. Translate:
 a. Si ganase quinientos pesos al mes, gastaría (*spend*) mil.
 b. Distingamos entre lo bueno y lo malo.
 c. ¿Qué le hace falta á Vd.?
 —Me hace falta dinero.
 d. Quien da luego da dos veces.
 e. Juan se hizo llamar á las siete.
5. Translate:
 Luis XIV preguntó un día á uno de sus cortesanos: “¿Sabe V. el castellano?”—“No, Señor,” respondió *éste* al rey. “pero lo aprenderé tan pronto como posible.” Así se puso sin tardar á estudiar el español. Se aplicó á fin de aprender ese idioma y después de haberse tomado mucho trabajo, porque le parecía *á él* que su soberano tenía intención de nombrarle embajador en la corte de España, dijo cierto día al rey: “Señor, ahora ya sé el castellano” —“Muy bien,” contestó Luis XIV, “en ese caso *puede* V. leer el Don Quijote en su original.”
6. a. Why has *éste* in the Spanish text the graphic accent?
 b. Why is *á él* added after *parecía*?
 c. What would be the familiar address corresponding to *puede* V.?
7. a. Give the past participles of *abrir*, *cubrir*, *escribir*, *poner* and *morir*.
 b. How is the passive voice of Spanish verbs formed?
 c. What verb makes use of the same preterite as *ser*?
8. Translate into Spanish:
 a. This woman is the one we were looking for (*buscar*).
 b. Let us speak no more of that.
 c. Those who say it do not know what they say.

COMMERCIAL GEOGRAPHY.

1. Explain the origin of markets and fairs.
2. How is commerce influenced by religion?
3. Why do manufactures flourish in the North Atlantic States?
4. Name the principal metallic products of the western States and discuss their commercial value.
5. Explain the relation of Panama to the United States.
6. Describe the industries of Japan and tell something about her transportation facilities.
7. In what lines of manufactures does Switzerland excel? How is the commerce of Switzerland restricted?
8. Name five great trunk systems of railroads that center in Chicago.

BOOKKEEPING.

1. Give the several steps to be taken in closing the Ledger.
2. Why are the items on the debit side of the Cash Book posted to the opposite side of the Ledger accounts?
3. An assistant bookkeeper hands his superior a Trial Balance in which both sides agreed to the cent. Upon closer inspection several errors were found in the books which proved that the Trial Balance totals were wrong. Mention some of the errors that you think were in these books.
4. Give Daybook explanations that would accompany the following Journal entry:

S. H. Brown's Consignment.....	\$540 00
To Commission	\$20 00
To Cash.....	300 00
To S. H. Brown, Principal.....	220 00
5. Received invoice from John B. Ellison & Sons, New York, \$590.80. You paid at the bank a sight draft for same, which was attached to the bill of lading. Write the draft, and make journal entry for each party in the order named.
6. Mention two essential points of difference between single entry and double entry bookkeeping. Mention a business in which (a) single entry would be advisable, (b) double entry would be advisable. What two advantages has the double entry method over the single entry method?
7. You paid by check your note of \$185, and interest \$3.24. You found out later that the interest should have been \$1.98, and the payee has sent a credit note for the amount. Make journal entry to adjust.
8. Prepare statements of Losses and Gains, Resources and Liabilities. Proofs of Statement from the following ledger balances and inventories:

J. H. Reader, Prop.....	\$1,250 00
H. J. Curry, Prop.....	1,250 00
Cash	\$880 20
Merchandise	3,350 00
Accounts Receivable	2,404 00

Bills Receivable	\$2,065 80	
Furniture and Fixtures.....	850 00	
Expense	2,062 90	
Interest	26 10	
Accounts Payable		7,400 00
Bills Payable		1,739 00
Inventories:		
Furniture and fixtures on hand.....	875 00	
Expense, items on hand.....	167 25	
Unpaid telephone bill.....	21 70	
Merchandise, on hand.....	1,500 00	
Unpaid freight bill.....	67 25	
Interest accrued on Bills Payable.....	5 60	
Interest accrued on Bills Receivable.....	7 80	

STENOGRAPHY.

1. Tell in a general way what your system of shorthand is based on.
2. Describe in detail how you would teach the first lesson in typewriting.
3. What is the value of the principle of contraction or abbreviation in shorthand?
4. Outline a brief talk to advanced students on business ethics for the stenographer.
5. What knowledge of English does a shorthand student need in order to succeed?
6. Give all the common forms for the salutation and complimentary closing of letters.
7. Under what circumstances should the student be permitted to use the eraser in his work?
8. Write a letter recommending your best pupil for a stenographic position.

MUSIC.

1. What are the characteristics of tone?
2. What is the meaning of the following words: Scale, tetrachord, dominant, mediant, minor?
3. Of what major and minor key is each of these the signature: four sharps, five flats, one flat, four flats, three sharps.
4. Write below the notes the equivalent rests:



5. What are leger lines? Why so called?
6. Explain accent, meter, rhythm, syncopation.
7. Why is the expression "Common time" incorrect?
8. Write: (a) the major scale from F sharp; (b) the harmonic scale from A flat; (c) the pure minor scale from G; (d) the descending melodic scale from G sharp.

DRAWING.

1. (a) Name the orders of Greek architecture.
(b) In which style of architecture do we find developed—the column? the arch? the dome? the rose-window?
(c) What are the characteristics of the Saracenic ornament?
(d) What style of architecture is St. Peter's, Rome?
2. (a) Define complementary harmony (color). Define dominant harmony. Define analagous harmony.
(b) Name the tones in a scale of nine values.
(c) Paint from memory a good arrangement of some flowers and leaves.
(d) Paint a good arrangement of fruit.
3. (a) Compose a landscape using three tones in lead-pencil, and give the principles that govern the composition.
(b) Paint an autumn landscape, showing a stream of water.
4. (a) Draw a corner of a dining room, showing the ceiling, side walls and the floor. Place a window in the left wall and a sideboard on the right side of the room. A dining table and a chair near the center of the room. Show all construction lines.
5. (a) Develop line rhythm in a border, showing corner.
(b) Develop space rhythm in a border, showing corner.
(c) Apply one of these borders to a book cover, and paint it in three flat tones.
6. (a) Sketch a boy sitting on a chair—front view. Sketch not less than five inches.
(b) Show by drawing, how to construct a girl's head in three different positions.
7. (a) Draw a vertical cone $2\frac{1}{2}$ " in diameter, 3" high, intersected by a prism $1\frac{1}{3}$ " sq., the sides at an angle of 45° with the front plane and the axis to intersect at their centers. Draw development.
8. (a) Name a great Greek sculptor. Name his best works.
(b) Name a great Italian painter. Name his most noted pictures.

For the State Board of Education:

CHARLES A. GREATHOUSE,

State Superintendent Public Instruction, President.

W. W. PARSONS,

President Indiana State Normal School, Secretary.

D. Supervisors. These licenses are issued for twelve, twenty-four and thirty-six months. The eligibility and average requirements are the same as for other licenses of these grades.

(1) *Music.* Valid to supervise and teach music in any of the public schools of the State for the period designated. All persons meeting the eligibility requirements for a twelve months common school may take this examination. Applicants who have not had the normal training may offer in lieu of it the following:

One year in an approved school of music for Class A qualifications.

Two years in an approved school of music for Class B qualifications.

Graduation from a three years' course in an approved school of music for Class C qualifications.

Certified statements of academic and musical training must be filed before license can be issued.

The minimum wage law applies to music supervisors in the same way that it applies to the regular teachers.

(2) *Art.* Valid to supervise and teach art in any of the public schools of the State for the period designated. All the rules and regulations pertaining to music apply here if for the word music the word *art* is substituted.

(3) *Industrial Arts.* Valid to supervise and teach industrial arts in any of the schools of the State for the period designated. All the rules and regulations pertaining to music apply here if for the word music the words *industrial arts* are substituted.

Teachers of special subdivisions of industrial arts, as printing, pattern-making, etc., must pass examinations on those special subdivisions.

(4) *Domestic Science.* Valid to supervise and teach domestic science in any of the public schools of the State for the period designated. All the rules and regulations pertaining to music apply here if for the word music the words *domestic science* are substituted. Teachers of special subdivisions of Domestic Science as Cooking, Sewing, etc., must pass examinations on these special subdivisions.

Domestic Science.—The term Domestic Science as used in the Indiana Vocational Law is interpreted to mean Household Arts or Home Economics.

Teachers applying for license to teach the general subject of Household Arts will answer any six of the eight questions under Domestic Science.

Teachers applying for license to teach Cooking will answer any three of the eight questions under Domestic Science and the three under Cooking.

Teachers applying for license to teach Sewing will answer any three of the eight questions under Domestic Science and the three under Sewing.

(5) *Agriculture.* After September 1st, 1915, all supervisors of agriculture must hold licenses in that subject. The qualifications of applicants for licenses in agriculture will correspond to those of supervisors of other subjects above enumerated.

(6) *Physical Culture*. Valid to supervise and teach physical culture in any of the public schools of the State for the period designated. All rules and regulations pertaining to music apply here if for the word music the words *physical culture* are substituted.

E. *Kindergarten*. Valid to teach for the period designated in the kindergarten schools of the State that are supported in whole or in part by public funds. The subjects in the examination are kindergarten theory and practice and English. The qualifications of teachers and supervisors of kindergartens will correspond to those of the supervisors above enumerated. The license will be issued for twelve, twenty-four and thirty-six months under the rules applying to other licenses of these grades.

Questions issued for supervisors' examination January, 1914.

QUESTIONS FOR SUPERVISORS AND TEACHERS OF KINDERGARTEN, INDUSTRIAL ARTS, DOMESTIC SCIENCE (A) COOKING, (B) SEWING, AGRICULTURE, PHYSICAL TRAINING, MUSIC AND DRAWING.

Examinations are held on the last Saturday of each month from January to August inclusive.

FEEES.

One dollar for Kindergarten License.

One dollar for Music License.

One dollar for Drawing License.

One dollar for Industrial Arts License, or a license in any of the subdivisions of Industrial Arts, as printing, pattern making, etc.

One dollar for Domestic Science License or a license in any of the subdivisions of Domestic Science, as cooking, sewing, etc.

One dollar for Agriculture License, or a license in any of the phases of agriculture.

One dollar for Physical Training License.

KINDERGARTEN SUBJECTS.

Kindergarten, theory and practice; and English.

SUPERVISORS.

All persons meeting the eligibility requirements for a twelve months common school license may take this examination.

If training has been received in a good school of Kindergarten, Music, Art, Domestic Science, Industrial Arts, Agriculture or Physical Training by an applicant to teach any of these subjects, such training shall take the place of Normal Training.

CHARLES A. GREATHOUSE, President.
WM. W. PARSONS, Secretary.

In Each List Answer Any Six, But No More.

KINDERGARTEN.

(The question under English must be answered in addition to the six questions.) i

1. Why is kindergarten training of value?
2. From which gift are the others derived? Why?
3. What songs are best suited to Nature work? Name five with author or book reference.
4. How is the kindergarten work related to the primary grades?
5. To what extent does every kindergartener need to be a student of nature?
6. State the early history of the kindergarten in the United States.
7. Explain the effects of the child study movement upon the kindergarten.
8. How has Herbartianism modified the theory of the kindergarten?

ENGLISH.

Write an original spring story for the four year old child. Use not less than three drawings to illustrate this story.

DRAWING.

Materials needed:

1. White drawing paper 10x14 inches for pencil work.
2. Manila drawing paper 10x14 inches for color work.
3. Drawing pencil.
4. Eraser.
5. Box of colors.
6. Water color brush.
7. Sheet of tracing paper.
8. Scissors.
9. Paste.

NOTE.—For this examination applicants may use the paper 10x14 inches in size or when necessary cut the paper to any desired size and mount on a 10x14 inch sheet.

NOTE.—The three color water color box in general use will answer.

1. What do you consider the purpose of art study as a part of the school curriculum?
2. What are some of the subjects with which drawing can be correlated? How can this be done?
3. Draw an illustration for a nursery rhyme and write the rhyme.
4. Make a pencil mass drawing of a weed, grass or flower.
5. Show your understanding of perspective by drawing a street scene.
6. What structural architectural feature governed the architectural development of Egypt? Of Greece? Of Rome?
7. Give a synopsis of an article of interest to drawing supervisors published recently in any art or educational magazine.
8. What color media would you recommend for use in primary grades? Why?

MUSIC.

1. Give methods of presenting the dotted quarter note.
2. Write the chromatic scale ascending and descending from e.
3. Outline a fifteen minute lesson in music for the third grade.
4. What are your ideals as to (a) position in singing, (b) attack, (c) enunciation, (d) tone quality.
5. Name the triads in the major scale.
6. How would you teach a rote song?
7. What do you expect the children to have accomplished at the end of the first year in school?
8. What is a Sonata? Symphony? Cantata? Opera? Oratorio?

PHYSICAL TRAINING.

1. What do you consider the most hygienic condition to be observed in a class-lesson in gymnastics? Explain your reasons.
2. Discuss the value of gymnastic games in the course of study in physical education in public schools.
3. What system of physical training is best adapted to school conditions?
4. Describe fatigue.
5. Give the physiological effects of exercise upon the nervous system.
6. How would you treat an ankle sprained in your gymnasium?
7. What is the purpose of physical examination? How often should it be given?
8. What should be the relation between physical training and medicine?

INDUSTRIAL ARTS.

(Answer any six.)

1. What are the practical advantages to the average boy who takes a course in Industrial Arts?
2. To what extent should the Industrial Arts course in the public schools touch upon the industries of the locality?
3. a. What should be the aim or preparation of "Industrial Arts" instruction in the public schools, below the sixth grade?
b. What should be the purpose of such instruction for pupils from twelve to sixteen years of age?
4. a. How would you begin the teaching of design in order that a pupil may design his own industrial arts projects?
b. In designing these projects for constructive work, how may the aesthetic faculty be cultivated?
5. Outline a course in Industrial Arts for the 7th grade in a rural, town or city school. Make a list of the equipment you would use for the same and estimate the probable cost.
6. Name the tools or such equipment as you would put in the industrial wood-working bench.
7. Discuss briefly what you think should be the relation between "Industrial Arts" and the general school work.
8. Explain in detail what method of procedure you would use in presenting a new problem in work in wood to a class of twenty pupils.

DOMESTIC SCIENCE.

(Answer any six.)

1. What in your opinion does the term "Domestic Science" as used in the Indiana Vocational Law, include?
2. Why will the subject of "Domestic Science" mean very little if it is taught largely from a text-book?
3. a. Does a good cook or seamstress necessarily make a good housewife?
Reasons for answer
b. Why should a housekeeper economize her time that she may have leisure from household duties?
4. a. What should be the relation between the "Domestic Science" courses in the school and the work of each child in the home?
b. How would you arouse an active interest in the pupils in household duties?
5. What "Domestic Science" work may be done in the schools, below the 6th grade? What is the purpose of such work?
6. Outline a course in "Domestic Science" for the 7th grade in a rural, town or city school. Make a complete list of the necessary equipment for the work and state the probable cost.
7. By what standards, at the close of the school year, will you determine whether you have been a successful teacher in "Domestic Science?"
8. a. Give the sources of household water supply; the sources of water contamination and household methods of purification.
b. How would you make the pupils keenly alive to the necessity of hygienic conditions in and about the home?

COOKING.

(For teachers of cooking only, answer any three of the above and these three.)

9. Wherein should a child's diet differ from that of an adult? How are dietary standards obtained?
10. Give the chemical and physical characteristics of starch and the principles governing the cooking of starchy foods.
11. Plan a luncheon that might properly be given to eight adults by an elementary class.

SEWING.

(For teachers of sewing only.)

(Answer any three of the first eight and these three.)

- 9a. Discuss briefly the factors involved in planning a course in sewing for the 6th, 7th, and 8th grades of elementary schools.
- 10a. When and how should mending be taught?
- 11a. (1) What is textile study? (2) What knowledge of weaving is necessary for intelligent sewing? (3) How may it be presented?

AGRICULTURE.

(Answer any six.)

1. Is knowledge of soils necessary to success in every division of farming, dairying, poultry raising, horticulture, livestock raising, general farming, etc.? Give in detail the reasons for your answer.
2. To what extent should laboratory exercises and practical farm project work be required of pupils in agriculture? State fully the reasons for your opinion.
3. Show fully how the subject of agriculture may be correlated with that of English, Mathematics and Chemistry respectively.
4. State fully how you would proceed in supervising the agricultural work of seven district school teachers with qualifications as follows:
 - (1) Three are girls raised in town and have no teaching experience.
 - (2) One is a man with no farm experience and no special training in agriculture, who has taught sixteen years in a one room school.
 - (3) One is a graduate of an Agricultural College, but with no farm or teaching experience.
 - (4) One is a woman raised on a farm, who has taught for four terms, but has no school training in agriculture.
 - (5) One is a farmer with four year's teaching experience, who is opposed to introducing the study of agriculture into this school.
5. Name ten diseases and pests with which the fruit growers may have to contend. What is the remedy for each and how should each remedy be applied?
6. What are the factors that should determine the kind of farming (dairying, stock raising, fruit growing, gardening, etc.), in which one should engage? Explain fully and give reasons for naming factors included in your list.
7. Show fully the relation that exists between plant food elements in the soil, the different classes of foods (proteids, carbohydrates, etc.), and the composition of the bodies of animals.
8. a. How would you proceed to build up a farm composed of depleted clay soil? Answer in detail.
 b. Show how the following affect soils and crops: (1) Drainage; (2) Climate; (3) Altitude; (4) Barnyard manure; (5) Commercial fertilizers.

For the State Board of Education:

CHARLES A. GREATHOUSE,
State Supt. Public Instruction, President.

W. W. PARSONS,
President Indiana State Normal School, Secretary.

F. *By Validation.* (1) Life License.—A life license from another State that has been granted upon an examination equivalent to the life license examination in Indiana may be countersigned by the Superintendent of Public Instruction. When so signed, it becomes valid for life in any of the public schools of the State.

(2) State Normal Diplomas.—A State Normal diploma that represents three full years' normal school work, preceded by four years' high school work, may be countersigned by the Superintendent of Public Instruction, provided the holder of it has taught successfully for two years since graduation. When so signed it becomes valid for life in any of the public schools of the State.

G. *Exemption.* (1) Persons who have taught six consecutive years in the public schools of the State and hold a thirty-six months State license are entitled to an exemption license in the subject or subjects included in the thirty-six months State license.

(2) To teachers contracting on exemption licenses, the minimum wage law applies on the same basis as to Class C teachers, the minimum daily wage of such teachers being an amount not less than that determined by multiplying $3\frac{1}{2}$ cents by the general average on the exemption license increased by the addition of 2 for full attendance at the County Institute.

3. Licenses Issued by the County Superintendent.

A. *Common School.* (1) Twelve Months. (2) Twenty-four Months. (3) Thirty-six Months.

B. *Primary.* (1) Twelve Months. (2) Twenty-four Months. (3) Thirty-six Months.

C. *High School.* (1) Twelve Months. (2) Twenty-four Months. (3) Thirty-six Months.

All rules, regulations and requirements are the same for licenses issued by the county superintendent as for similar licenses issued by the State Superintendent, except that the former are good only in the county of issue.

D. *Exemption.* Persons who have taught six consecutive years in the public schools of the State and hold a thirty-six months county license are entitled to an exemption license valid in that county in the subject or subjects included in the thirty-six months license.

4. State Normal Diplomas Valid as Life State Licenses.

The State Normal School is empowered by law to grant, two years after graduation, to all of its graduates who have given satisfactory evidence of professional ability to instruct and manage a school, diplomas which entitle them to teach for life in any of the schools of the State. Until they have had two years' successful experience after graduation State Normal graduates must submit to examination the same as all other teachers.

State Normal Diplomas granted to graduates of the Indiana State Normal School, who have taught successfully two years after graduation, meet all license requirements and the minimum wage law applies to such graduates as follows:

(1) Holders of State Normal Diplomas, with two years experience are in Class B, and their daily wage shall not be less than an amount determined by multiplying three cents by 90, provided that 2 shall be added to the 90 for attending the county institute the full number of days.

(2) Holders of State Normal Diplomas with three years' experience are in Class C, and their daily wage shall not be less than an amount determined by multiplying $3\frac{1}{2}$ cents by 95, provided that 2 shall be added to the 95, for attending the county institute the full number of days.

(3) Holders of State Normal Diplomas with five or more years experience, at least two of which have been taught as Class C teachers, are in Class D and their daily wage shall not be less than an amount determined by multiplying 4 cents by 95, provided that 2 shall be added to the 95 for attending the county institute the full number of days.

(4) State Normal Diplomas meet only the license requirements and teachers holding such diplomas must be classified on the basis of all statutory requirements.

(5) Holders of State Normal Diplomas have the privilege of taking the regular teachers' examination to raise the grades used as a basis for determining their minimum wage.

III. OTHER EXAMINATIONS.

1. By the State Board of Education.

A. *High School Equivalency*.—This examination is for the benefit of those who have not had a regular high school course in a certified or commissioned school. The examination is held by the county superintendent but the papers are marked by the State Board of Education. Success in this examination qualifies for the Normal Training. The questions and requirements are as follows:

First Division.—Last Saturday of January, March, May and July.

- Six questions in Algebra.
- Six questions in Latin or German.
- Six questions in Botany or Zoölogy.
- Fourteen questions in English.

Second Division.—Last Saturday of February, April, June and August.

- Eight questions in Geometry.
- Six questions in Physics or Chemistry.
- Ten questions in General History and Civics.
- Six questions in Physical Geography.

B. A passing grade is a general average of 85%, with no grade below 75%. An applicant falling below in no more than one subject in each division may be conditioned in that subject provided he meets the general average requirements in the other subjects of that division. This condition may be removed at some subsequent examination within the same calendar year. Both divisions of this examination must be taken in one calendar year.

C. QUESTIONS ISSUED FOR HIGH SCHOOL EQUIVALENCY EXAMINATIONS IN JULY (DIV. I) AND AUGUST (DIV. II), 1913.

DIVISION I.

In order to be eligible to take an examination for a teacher's license, persons not already "in the service" shall be graduates of commissioned or certified non-commissioned high schools or the equivalent and shall have had not less than twelve weeks' work in a school maintaining a professional course for the training of teachers.

Persons not having the above high school qualifications will be required to pass satisfactory examinations on the subjects of the commissioned high school course, the questions for such examinations being prepared, the examinations conducted and manuscripts graded by the State Board of Education. These examinations shall be conducted annually and before the examination for license is taken.

Such persons shall be examined in the following subjects:

- a. Six questions in either German or Latin.
- b. Six questions in Algebra.
- c. Eight questions in Geometry.
- d. Six questions in either Physics or Chemistry.
- e. Six questions in either Botany or Zoology.
- f. Fourteen questions in English.
- g. Ten questions in General History and Civics.
- h. Six questions in Physical Geography.

The passing grade is a general average of 85%, not falling below 75% in any subject.

Four examinations will be held during the months of January-August, inclusive, for high school undergraduates. Each of these examinations will be offered in two divisions as follows: The first division on the last Saturdays of January, March, May and July, and the second division on the last Saturdays of February, April, June and August.

Subjects for the first division: Algebra, Latin or German, Botany or Zoology and English.

Subjects for the second division: Geometry, Physics or Chemistry, General History and Civics, and Physical Geography.

No manuscript need be sent unless applicant writes on four subjects, except when the applicant has been conditioned.

By Order of the State Board of Education Each Equivalency Manuscript Must be Accompanied by a Fee of Fifty Cents.

ALGEBRA.

1. Separate $(x^2+x+1)(x^2+x+2) - 12$ into three factors.
2. Simplify: $\frac{1}{2(x+1)} - \frac{4}{x+2} + \frac{9}{2(x+3)}$ and check the result for at least two values of x .
3. A man has to wait a hours between trains; how far can he ride out on a car which runs b miles an hour and walk back c miles an hour?
4. A boatman can row a certain distance up stream and back in 5 hours. It takes him 4 times as long to row up as to row back. How long will it take him to row the same distance in still water?
5. Solve for x and also for c : $\frac{c^2}{(x-c)^2} = \frac{1}{(x+1)^2}$.
6. Solve for t : $t\sqrt{6+t^2} = 1+t^2$.
7. Find the lowest common multiple of $3x^2+11x+6$, $3x^2+8x+4$, and $x^3-19x-30$.
8. Find all the solutions to the two equations: $\begin{matrix} x+y = Sxy \\ x^2+y^2 = 40x^2y^2 \end{matrix}$

GERMAN.

- Use verbs in brackets in the imperfect (past) tense. Supply missing endings indicated by dashes :
Fehlt dir etwas? (fragen) ich, indem ich ihn unter d- Kinn (fassen) and ihm in- Gesicht (sehen). D- Haut (sein) trocken und heiss. Tut di- etwas weh? Er (nicken) leise. Wo tut es weh? (fragen) ich. Im Kopf (erwidern) er. Geh' an d- Brunnen hinunter, (sagen) ich, trink' ei- Glas frisch- Wasser und dann komm wieder. (Wildenbruch, Der Letzte.)
- Setze in das Perfektum:
Das Kind erhob sich, ging hinaus und kam nicht zurück. Ich trat an das Fenster und sah ihn auf einer Bank des Hofes sitzen, den Kopf an die Mauer des Hauses zurückgelehnt. Eine plötzliche Unruhe über kam mich; ich rief Männchen aus seiner Klassenstube.
- Übersetze No. 2 in Englische.
- Use the following prepositions in a German sentence:
Wegen, mit, durch, gegen, an, am, nach, bei.
- Konjugiere die drei ersten starken Zeitwörter in No. 2 im Präsens.
- a. Decline *plötzliche Unruhe* with the definite article, singular and plural. b. In welchem Falle steht *seiner Klassenstube*? Warum?
- Use the relative pronoun *der* in a German sentence:
All cases, singular.
- Dekliniere die relativen Fürwörter, Einzahl und Mehrzahl.

LATIN.

- What is meant by a Derivative? How formed? Illustrate.
- Translate into English:
Quod vestra victoriā tam insolenter gloriāmini, quodque tam diū vos impune iniuriās intulisse admirāmini, eodem pertinet. Cōsuēverunt enim di immortales quō gravius hominēs ex commūtatiōne rērum doleant, quōs pro scelere eōrum ulcisci volunt, hīs secundiorēs interdum rīs et diuturniorem impunitātem concedere.
- Classify the clauses in the above selection.
- Translate into Latin:
As soon as Caesar found out in what place the enemy were, he hastened toward them.
- Give a half dozen English derivatives from the Latin word "habeo."
- Translate into English:
Quidam ex Belgis nocte ad Nervios pervenerunt atque his demonstraverunt inter singulas legiones magnum numerum impedimentorum intercōdere. Itaque Nervii, cum prima legio in castra venisset, eam sub sarcinis adoriri constituerunt. Sed quod adhostes appropinquabat Caesar sex legiones expeditas ducēbat; post eas omnia impedimenta collocarat; inde duae legiones, quae proximō cōscriptae erant, āgmen claudēbant praesidiōque impedimentis erant.
- Account for the subjunctives in the above selection; the infinitives.
- Give the synopsis of "volo."

AFTERNOON QUESTIONS.

BOTANY.

1. Give examples of seeds having one cotyledon, two cotyledons; of seeds having endosperm, no endosperm.
2. Explain what is meant by *alternation of generations* with reference to the moss.
3. What is a parasite? A saprophyte?
4. Where are the flowers of maize or corn?
5. How are hybrids formed?
6. What is the work of foliage leaves?
7. What is a hydrophyte? A xerophyte?
8. How do forests contribute to the formation of soil?

ENGLISH.

1. Write sentences illustrating the correct use of *to* and *too*, *precede* and *proceed*.
2. Write a sentence containing a noun clause used as the subject.
3. Give the grammatical distinction between the form *were* as used in the first and in the second of the two following sentences: "If I were you, I would go"; "They were at school today."
4. Write a letter ordering some magazine or paper.
5. How should conversation be paraphrased? Illustrate.
6. Name the forms of prose composition and distinguish between them.
7. Write an expository paragraph.
8. Name the authors of the following: *The Bells*; *The Courtship of Miles Standish*; *Hiawatha*; *Ivanhoe*; *Macbeth*; *The Spy*.
9. Write a description of one of the works mentioned in question eight.
10. Write a character sketch of some character in one of the works mentioned in question eight.
11. Name three of the most prominent American prose writers. Give the names of some of their works. What are their distinguishing characteristics?
12. What are the three most important principles of composition?
13. How is emphasis secured in the composition as a whole? In the paragraph? In the sentence?
14. What is *slang*? What are the objections to its use?
15. What is a foot in English poetry? Name the kinds of feet commonly used?
16. Why is it more difficult to write poetry than to write prose?

ZOOLOGY.

1. Classify Echinodermata, and name one form in each class.
2. Describe the sting of the bee.
3. Describe the external features of the earthworm.
4. What can you say of the relation of environment to the change of organism? How is this idea different from Darwin's theory of evolution?
5. Characterize Anthropoda, and give the distinguishing differences between the main classes.

6. Draw a figure illustrating the structure and form of a one cell animal.
7. What especial fitness is there in the form of the body of a fish as related to its habits?
8. Illustrate the propriety of the names of five orders, by applying them to one of the individuals in that order.

DIVISION II.

GEOMETRY.

1. Prove that two straight lines in the same plane perpendicular to the same straight line are parallel.
2. Prove that the sum of the exterior angles of a triangle is equal to two straight angles.
3. Prove that the opposite sides of a parallelogram are equal.
4. Prove that the bisectors of the angles of a general parallelogram enclose a rectangle.
5. Prove that a diameter perpendicular to a chord of the same circle bisects the chord and the arcs subtended by it.
6. Prove that the opposite angles of an inscribed quadrilateral are supplementary.
7. Find a point X equidistant from two given intersecting lines and at a given distance from a given point. (Discuss for one, two, three and four solutions, and for no solution.)
8. Prove that two mutually equiangular triangles are similar.
9. Prove that the perimeters of two similar polygons have the same ratio as any two homologous sides, or homologous diagonals.
10. Construct a circle which shall be two-sevenths of a given circle.

PHYSICS.

1. What are the three fundamental units of measure?
2. A body falls 10 sec. With what velocity is it moving at the end of that time?
3. How would you find the density of a solid? Give reasons for each step.
4. What phenomena indicate molecular forces in solids, liquids and gases?
5. What is meant by loudness of sound, and upon what does it depend?
6. State the difference in the heat units between the amount of heat in 200 g. of water at 25° C. and the same amount of water at 35° C.
7. a. What is meant by polarization in an electric cell?
b. How would you demonstrate its effect on the current?
8. By means of a diagram show how a simple microscope magnifies an object.

CHEMISTRY.

1. Give reaction in ions between calcium hydroxide and hydrochloric acid.
2. What is formed when a hot copper cutting is thrust into chlorine gas? Give reaction.
3. Name three allotropic forms of carbon. Define allotropy.
4. What would be the visible effect of passing hydrogen sulphide gas into a solution of copper sulphate? Why? Give reaction.

5. What law is illustrated by the formulas for SO_2 and SO_3 ? State the law.
6. How would you distinguish a soluble sulphate from a sulphite?
7. Define oxidation, reduction. Give example of each.
8. 600 c. c. of gas measured at 740 mm pressure and 27 degrees C will occupy what volume at 720 mm. and minus 13 degrees C?

AFTERNOON QUESTIONS.

GENERAL HISTORY AND CIVICS.

1. Discuss briefly the conditions in the early history of China which prevented progress.
2. Identify the following: Cyrus, Herodotus, Pericles, Olympus, Delphi, Cincinnatus.
3. Describe Feudalism as it existed in England and show causes for its downfall.
4. Was monasticism a good or bad thing for the mediaeval church? Justify your answer.
5. What claims had William of Normandy upon the English throne? Were they stronger than the claims of Harold?
6. Against what evils did the French Revolution spend its fury? Were these evils limited to France alone?
7. What effect had the war between England and Napoleon upon the United States? Discuss fully.
8. In what body is the government of a territory vested? What representation has a territory in Congress?
9. Explain the method of electing the President.
10. Give meaning and use of the following terms as applied to Congress: caucus, bolting, special order, counting a quorum, filibustering.
11. Define taxes. Mention two kinds of taxes and discuss the justice of each.
12. What is meant by the expression: "Unwritten Constitution"? Give incidents showing its power.

PHYSICAL GEOGRAPHY.

1. What effects result from the revolution of the earth around the sun?
2. Explain the cause of volcanoes.
3. What causes the fogs off the banks of Newfoundland?
4. Explain the agencies of weathering.
5. Of what economic value are mountains to man?
6. What evidence is there in Indiana of a former glacial period?
7. What natural conditions have contributed to the location of Chicago?
8. What are fossils? How are they formed? Of what use have they been to man?

For the State Board of Education:

CHARLES A. GREATHOUSE,

State Superintendent Public Instruction, President.

W. W. PARSONS,

President Indiana State Normal School, Secretary.

2. By the State or County Superintendent.

A. Special For Teachers.—In case of scarcity of teachers, a township trustee or a school board may serve the county superintendent with a written request for a special examination. The county superintendent then makes public announcement of the time and place of such examination and secures from the State Board of Education questions for the same. All the rules and regulations relating to regular examinations apply without change to special examinations. *Special examinations should be discouraged.*

IV. SPECIAL IMPORTANT POINTS.

1. All the examination questions for licenses and equivalency are prepared by the State Board of Education.

a. All examinations except those otherwise noted are held by the county superintendents. These examinations occur on the last Saturday of each of the first eight months of the year.

b. Because of the numerous requests for special examinations in September, the State Board of Education has arranged for a special examination in all counties in the month of September, 1914, but it is recommended that school trustees refuse to contract with teachers holding one year licenses granted in the month of September, on which said teachers have already taught for one school year, and on which they propose to contract for a second year.

3. The State Superintendent does not hold examinations.

4. Applicants desiring a license good in all counties of the State must send their manuscripts to the Department of Public Instruction. A fee of one dollar must accompany the manuscript. This fee entitles the sender to three trials unless a license is made on the first or second trial. The fee is required for all licenses issued by the State Superintendent; common school, primary, high school, supervisors and kindergarten. An applicant who writes upon more than one supervisor list must pay one dollar for each list taken.

5. Manuscripts sent to the State Superintendent must be designated by number. A manuscript containing the author's name will not be graded. All second and third trial manuscripts must be accompanied by the first and second trial numbers. *At the time of the examination the county superintendent should give each applicant a receipt showing his number, so that he can have it for future use in such cases as those above mentioned.* This is especially important when a second or third trial is taken in a different county from that in which the first trial was taken.

6. Except in the second part of sixty months examination the applicant can not designate the grade of license desired but must accept whatever license his grades and eligibility allow.

7. a. No licenses issued by the State Superintendent are delivered to the applicants, but all such licenses are forwarded to the County Superintendents in whose respective counties the examinations were taken, and then delivered by the county superintendents to the applicants.

b. Teachers obtaining licenses in one county and contracting to teach in another must file, when contracting, said licenses with the county superintendent in whose county they are to teach.

8. At the beginning of each examination all strangers must be identified both as to given and surnames.

9. The power to revoke all county and State licenses rests in the county superintendent. The causes for revocation are incompetency, immorality, cruelty or general neglect of the business of the school.

PART II.

Accredited Schools.

I. THE LAW.

A. The State Board of Education, in addition to its present powers and duties, shall be and is hereby constituted a state teachers' training board, and, as such, is authorized and directed to arrange for a regular system of normal school instruction throughout the State; to designate what schools and what professional departments in schools shall be accredited in the state system of normal school instruction; to fix conditions upon compliance with which present and future schools and departments may become accredited as a part of such system; to establish, inspect, pass upon and approve, reject, alter, amend or enlarge courses of study and teaching in the several accredited normal schools and the accredited professional departments in schools of the State; and to determine upon credits to be allowed for the work of accredited schools and departments, and equivalents, if any, to be accepted for such work or any part thereof. Said board shall make no rule, regulation or requirement applying to any accredited school or department which shall not under like circumstances apply to each and every accredited school and department in the State, nor shall any requirement be in excess of the requirements of the Indiana State Normal School; it being the purpose and intent of this act that all schools and departments for normal instruction and the training of teachers shall maintain as nearly as possible like standards of excellence and efficiency.

B. The state teachers' training board shall have power and authority to prescribe courses of study upon completion of which graded certificates of work done may be granted by any such accredited school, which certificates shall be recognized by the Indiana State Normal School so far as such certificates meet the requirements of said school course.

C. In order to encourage trained teachers to teach in the district schools and in the grades in the small towns of the State, each accredited school and the State Normal School may, subject to the rules and regulations of the state teachers' training board, establish a two-year course open to high school graduates, the completion of which will be accepted in lieu of a license and will en-

title one to teach in the district schools and the grades in the small towns for three years without examination.

D. After two years from graduation, upon satisfactory evidence of professional experience and ability to instruct and manage a school, under rules and regulations therefor to be established by said state teachers' training board, graduates of any accredited school or department shall be entitled to diplomas to be issued by said accredited school, stating the character and amount of work completed.

E. Said state teachers' training board shall grant to each school and department accepting the provisions of this act and agreeing to be bound by the rules and regulations of said board the right to use the word "accredited" as a part of the title or name of such school or department, which right shall be revoked by said board at any time upon the refusal of any such school or department to abide by any rule or regulation of said board.

F. It shall be unlawful for any school or department for normal instruction and the training of teachers which has not accepted the provisions of this act or whose authority under this act has been revoked to use the word "accredited" as a part of its name or title or to state that such school or department has been accredited. If any officer, employe, agent, owner, or part owner, or instructor or teacher in any school or department for normal instruction and the training of teachers which has not been accredited as provided herein or whose authority hereunder has been revoked as herein provided, shall use the word "accredited" as a part of the name or title of such school or department, or shall publish, advertise, announce or say that such school or department is accredited, upon conviction of the same, he shall be fined in any sum of not more than five hundred dollars. (R. S. 1908, §6318.)

Important Rulings of the State Board of Education.

October 28, 1913.

1. No credit on any of the teachers' courses in any institution accredited by this board shall be given for the holding of any grade of county or state license to teach except as may be provided for and authorized by the State Teachers' Training Board.

2. Hereafter no college or normal school shall be classed as a standard college or standard normal school which grants the A. B., B. S., or other academic degree for less than four full academic years' (144 weeks) work above the four years' work of the com-

missioned high school. Graduates of institutions granting degrees for less than four full years of college or normal school work above and beyond the four years' high school course, who base their applications for commissions or certificates for the schools they represent, on the completion of such course or courses only, shall be deemed ineligible to have the commissions or certificates of high schools granted on their scholarship.

3. The resolution adopted April 11, 1912, shall be amended to read as follows: "On and after September 1, 1912, a high school in order to be commissioned or certified must have on its teaching staff at least one teacher who is a graduate of a standard college or standard normal school, or who possesses a scholarship equivalent to such graduate, such equivalency to be determined by the State Board of Education."

4. The above rule adopted April 11, 1912, shall not be retroactive in its application.

5. The actual courses offered and work conducted in all schools accredited by the State Teachers' Training Board must conform to the published catalogues of such schools, and copies of catalogues must be on file in the State Department of Public Instruction.

II. DEFINITIONS AND RULES.

A. STANDARD COLLEGES.

1. Teachers.

(a) Number.—There must be five or more teachers devoting their time exclusively to college work.

(b) Work Required.—No teacher must be allowed to teach more than twenty-five hours per week. It is advisable to reduce the work of each teacher to fewer than twenty hours per week.

(c) In Departments of Education.—The teachers must be graduates of standard normal schools, standard colleges, or universities doing graduate work. They must have had successful experience in public school work. They must be able to teach in a manner satisfactory to the State Teachers' Training Board.

2. Finances.

(a) Endowment.—There must be an endowment of not less than \$200,000.

(b) Income.—In lieu of the above mentioned endowment, an annual income, exclusive of tuition, of \$10,000 will be accepted.

3. Entrance Requirements.

Graduation from a commissioned high school or the equivalent must be required for entrance.

4. Graduation Requirements.

(a) Length of Year.—The school year must consist of not less than thirty-six weeks.

(b) Recitation Period.—The recitation period must be at least fifty minutes.

(c) The Course.—(1) The course leading to the bachelor's degree must include four full years of work beyond the entrance requirements.

(2) Hereafter no college shall be classed as a standard college which grants the A. B., B. S., or other academic degrees for less

than four full academic years' (144 weeks) work above the four years' work of the commissioned high school. Graduates of institutions granting degrees for less than four full years of college work above and beyond the four years' high school course, who base their application for commissions or certificates for the schools they represent, on the completion of such course or courses only, shall be deemed ineligible to have the commissions or certificates of high schools granted on their scholarship.

(d) Basis of Work.—The college may plan its work upon any hour-per-week basis from fifteen to twenty that it chooses.

5. Equipment.

(a) Laboratories.—The laboratory equipment must be adequate to meet the modern requirements of college work in the sciences attempted.

(b) Library.—The library must contain at least 5,000 volumes exclusive of public documents. It must be a growing library. The educational department should have a good collection of educational and pedagogical books, and sets of the leading school journals and educational reports. The library room shall not be used for recitation purposes.

6. Pedagogical Course.

There must be a well organized course for teachers requiring not less than one-fourth of the time of the student who is working for the bachelor's degree.

No credit on any of the teachers' courses in any institution accredited by this board shall be given for the holding of any grade of county or state license to teach except as may be provided for and authorized by the State Teachers' Training Board.

7. Standard Colleges in Indiana Accredited for Classes A, B, and C.

Butler College, DePauw University, Earlham College, Franklin College, Hanover College, Indiana University, Purdue University, Wabash College.

B. STANDARD NORMAL SCHOOLS.

1. Teachers.

(a) Number.—There must be five or more teachers, devoting their time exclusively to the work of the normal courses.

(b) Qualifications.—The teachers must be graduates of standard normal schools, standard colleges, or universities doing graduate work. They must have had successful experience in public school work. They must be able to teach in a manner satisfactory to the State Teachers' Training Board.

(c) It is the sense of the State Teachers' Training Board that for effective teaching an instructor must not be occupied with classes more than 25 periods per week and that 20 periods is preferable. In considering the accrediting of schools it will be guided by this conviction.

2. Finances.

The total annual income must be not less than \$7,500.

3. Entrance Requirements.

No student shall be admitted to the work for class A, B or C unless he is a graduate of a certified or commissioned high school or has a certificate of equivalency from the State Board of Education.

4. Graduation Requirements.

(a) Length of Year.—The year shall consist of at least three terms of twelve weeks each.

(b) Recitation Period.—The length of the recitation period shall be at least fifty minutes.

(c) The Course.—(1) No course leading to graduation and a diploma shall be less than three years in length.

(2) Hereafter no normal school shall be classed as a standard normal school which grants the A.B., B.S., or other academic degree for less than four full academic years' (144 weeks) work above the four years' work of the commissioned high school. Graduates of institutions granting such degrees for less than four full years of normal school work above and beyond the four years' high school course, who base their applications for commissions or certificates for the schools they represent, on the completion

of such course or courses only, shall be deemed ineligible to have the commissions or certificates of high schools granted on their scholarship.

(3) No credit on any of the teachers' courses in any institution accredited by this board shall be given for the holding of any grade of county or state license to teach except as may be provided for and authorized by the State Teachers' Training Board.

(d) Basis of Work.—The institution may plan its work on either a fifteen or twenty hour per week basis.

(e) Drills.—Work in vocal music, drawing (not mechanical), penmanship, or physical education that requires no time other than the recitation period, is considered a drill. Such work may be taken in addition to the regular requirement, but shall not be counted one of the four credits required for the class A certificate or the eight credits required for the class B certificate. Such work in order to be counted one of the four credits required for the class A certificate or the eight credits required for the class B certificate must be given daily with double periods.

(f) Adequate training school facilities shall be provided for observation study and practice in at least four grades of public school work.

5. Equipment.

(a) Laboratories.—There must be adequate laboratory facilities for teaching the various sciences offered.

(b) Library.—The library must contain at least 2,500 volumes exclusive of public documents. This library should be particularly rich in standard books on educational subjects, educational reports of states, cities and committees and sets of important educational journals. The reading table should be supplied with the leading educational papers.

6. Standard Normal Schools in Indiana Accredited for Classes A, B, and C.

Indiana State Normal School, Central Normal College, Muncie Normal Institute, Tri-State College, Valparaiso University.

C. NORMAL DEPARTMENTS.

A college or normal school that does not meet the requirements of a standard college or a standard normal school may open a normal department under the following conditions:

1. Teachers.

The work must be in charge of a competent director, who shall organize and manage the work of the department.

For class A and B work a sufficient number of teachers must be employed to do the work well. To be accredited for class C the same number of teachers must be employed as in a normal school.

The teachers in normal departments must meet the same general requirements as teachers in normal schools.

2. General Requirements.

All the requirements of normal schools such as admission of students, standards of work, laboratory and library equipment, length of school year, recitation period, training school, etc., apply without change to normal departments.

A sufficient annual income for maintaining the department in a manner satisfactory to the state teachers' training board must be provided.

3. List of Accredited Schools with Normal Departments.

Convent of Sisters of St. Francis, Oldenburg, A and B; Goshen College, A and B; Indiana Central University, Indianapolis, A and B; Manchester College, A, B, and C; Marion Normal Institute, A, B, and C; Moores Hill College, A and B; North American Gymnastic Union, Indianapolis, A; Oakland City College, A and B; Teachers College, Indianapolis, A, B, and C; Vincennes University, A and B; Winona College, A, B, and C; St Mary's, Notre Dame, A and B; Evansville City Training School, A and B; Fort Wayne City Training School, A and B; Indianapolis City Training School, A and B; South Bend Training School, A and B, Kindergarten.

III. TRAINING SCHOOLS.

A. Kinds.

1. Observation.—In standard colleges, standard normal schools, and normal departments that are accredited for the training of teachers, all class A and B students must observe expert teaching in at least four grades of common school work. These must be selected from the primary, intermediate and grammar grades. All prospective high school teachers must observe expert teaching in at least two departments of the high school work.

2. Practice.—All standard normal schools and normal departments must give all class C students actual practice in teaching under efficient direction. For prospective high school teachers it is necessary to furnish practice in high school work. Standard colleges doing class C work must require observation work, and are urged to furnish practice work also.

3. Rural Schools.—All schools offering the special two years' course must maintain a typical rural school and use it freely for observation in the preparation of country teachers.

The work in observation must include an understanding and interpretation of the teaching observed, under the guidance of a competent teacher.

B. Teachers.

The teachers in these training schools must be graduates of standard normal schools, standard colleges, or universities doing graduate work. They must have had successful experience in public school work. They must be able to teach in a manner satisfactory to the state teachers' training board.

C. Equipment.

The training school rooms must be properly heated, lighted and ventilated. The seating and general arrangement should meet modern requirements. There must be a sufficient supply of maps, globes, charts, books and apparatus to meet all the needs of good work.

IV. THE COURSES.*

A. CLASS A. (Twelve Weeks.)

1. In Standard Colleges.

At least two-thirds of the total amount of work done for Class A shall be in the following subjects: Principles of Education, Principles of Teaching, Educational Psychology, School Management, History of Education, Special Pedagogy of School Subjects. The remaining one-third of the work may be done, either in whole or in part, in the strictly professional subjects or in the field of Philosophy.

The equivalent of not less than three hours' work per week for the term shall be devoted to the special pedagogy of at least one school subject. In connection with this work, there must be supervised observation equal in amount to at least one lesson period.

Provided, that students pursuing the course for Class A certificates of training may elect and receive credit for an amount of prevocational work in an approved course or courses not to exceed one-fourth the total amount of work required for Class A, but in making such substitution the strictly professional work must not be omitted.

2. In Standard Normal Schools and Normal Departments.

(a) One period a day in any one of the following subjects: Methods I, Observation, Educational Psychology I, History of Education I, Child Study.

(b) One period a day must be given to the study from the teacher's point of view of some one of the common school subjects.

(c) One period a day must be given to the study from the teacher's point of view of one of the high school subjects.

(d) The fourth subject may be elected from (b) or (c).

*The rulings on the training of teachers desiring to fit themselves as special teachers of pre-vocational subjects and the rulings on the training of teachers for regular vocational schools and departments will be contained in Bulletins to be issued later by the State Department of Public Instruction.

Provided, that students pursuing the course for Class A certificates of training may elect and receive credit for an amount of pre-vocational work in an approved course or courses not to exceed one-fourth the total amount of work required for Class A, but in making such substitution the strictly professional work must not be omitted.

Completion of one year's work or more in a standard college shall be accepted for Class A teachers in lieu of twelve weeks' work in a school maintaining a professional course for the training of teachers.

B. CLASS B. (Twelve weeks in addition to Class A.)

1. In Standard Colleges.

(a) At least two-thirds of the work shall be in subjects begun in Class A, or in other subjects there enumerated. The remaining one-third of the work may be done, either in whole or in part, in the strictly professional subjects, or in the field of philosophy, provided there is no duplication of work already done, and further provided that Class A teachers completing the training course for Class B certificates may elect and receive credit for an amount of pre-vocational work in an approved course or courses, not to exceed one-half the total amount of work required to complete the training for Class B certificates, but in making such substitution the strictly professional work must not be omitted.

2. In Standard Normal Schools and Normal Departments.

(a) Same as 2. (a) page —, with no duplication of that work.

(b) Same as 2. (b) page —, with no duplication of that work.

(c) Same as 2. (c) page —, with no duplication of that work.

(d) Same as 2. (d) page —, with no duplication of that work. Provided that Class A teachers completing the training course for Class B certificates may elect and receive credit for an amount of pre-vocational work in an approved course or courses, not to exceed one-half the total amount of work required to complete the training for Class B certificates, but in making such substitution the professional work must not be omitted.

Completion of one year's work or more in a standard college shall be accepted in lieu of either the first or second twelve weeks required for a Class B certificate.

C. CLASS. (One hundred eight weeks.)

1. General Regulations.

The requirement that a teacher of the third class "shall be a graduate of a school maintaining a professional course for the training of teachers, or its equivalent," shall be construed to mean that such teacher shall have completed in a standard normal school or approved normal department, a course of not less than 3 years above that required for graduation from a commissioned or certified high school or the equivalent, at least one-fourth of which shall be of a strictly professional or pedagogical character, and in which the remaining subjects shall be studied and taught from a professional point of view, and provided that a graduate of a standard college or university which maintains a professional course for teachers' of not less than three years, accredited by the state teachers' training board, at least one-fourth of whose work shall have been in such department, may, upon complying with the other requirements of the law, be admitted to Class C.

2. In Standard Colleges.

The course must meet the requirements set forth in the topic, "Pedagogical Course," under Definitions and Rules. Considerable time must be given to observation and practice in training schools, or to observation alone, if proper arrangements cannot be made for practice. Of the one-fourth professional work required of Class C students, not more than one-third may be chosen from the following philosophical subjects: General Psychology, Philosophy, Ethics, History of Philosophy, Aesthetics or Logic.

Those desiring to prepare themselves for supervisors or special teachers of agriculture, domestic science or industrial arts subjects and working for a C certificate, should specialize on the prevocational subject they are preparing to teach. The kind and amount of work which such a special teacher or supervisor of agriculture, domestic science or industrial arts should pursue has not yet been authorized by the Board. It should represent normally two full years of special work for the prospective teacher and graduation from a standard technical college or course for the supervisor.

Class B teachers completing the training for Class C certificates and desiring to fit themselves for teaching the prevocational subjects in the public schools of the State next year, may, during the

present summer, devote half their time, and in exceptional cases all their time to the technical and professional aspects of one or two pre-vocational subjects, receiving credit on their C certificate for same.

3. In Standard Normal Schools and Normal Departments.

The course should be well organized on the model of the state normal course and must provide for the following subjects:

Arithmetic	twenty-four weeks.
English Grammar.	twenty-four weeks.
Composition	twelve weeks.
History and Civil Government.	twenty-four weeks.
Physiology and Hygiene.	twenty-four weeks.
Reading and Literature.	twenty-four weeks.
Geography	twenty-four weeks.
Penmanship	twelve weeks.
Educational Psychology, with special reference to grade work	thirty-six weeks.
Principles and Methods of Teaching.	twelve weeks.
Observation and Practice in Training Schools.	twenty-four weeks.
History of Education.	twenty-four weeks.
Manual Training and Domestic Science.	twelve weeks.
Vocal Music.	twelve weeks.
Drawing	twelve weeks.
Nature Study.	twelve weeks.
Physical Culture (two hours per week).	twenty-four weeks.

Schools desiring to do so may substitute some other subjects for the second twelve weeks in English Grammar.

The remaining eleven credits necessary to graduation may be elected from the advanced subjects: Provided that Class B teachers completing the training for Class C certificates may during the present summer term devote half their time, and in exceptional cases all their time to professional and technical aspects of one or two pre-vocational subjects and receive credit for same, and that when any subject is once elected it must be pursued until at least three full credits are made, unless the student is excused by the head of the department.

D. SPECIAL TWO YEARS' COURSE.

1. Explanation.

It is the sense of the board that the two years' course open to high school graduates provided for in Section 3 of House Bill No. 708, Acts 1907, shall be open to students under the same conditions as the other professional courses.

2. General Regulations.

(a) Term and Recitation Period.—These must be the same as in other courses. Seventy-two weeks are required to complete the course.

(b) Character of the Work.—All the subjects taught and all the work done shall have direct reference to the needs of teachers of the rural schools or of the grades in the small towns.

(c) Relation to Other Courses.—The two years' course of study shall be the same as the required subjects in the three years' course above, with the exception that only twenty-four weeks' work in Educational Psychology is required, and no work in School Organization is required. In addition, twenty-four weeks are given to electives.

(d) Observation and Practice.—The work in observation and in practice shall be given in a training school consisting of two or more grades of children pursuing the course of study for the public schools of the state substantially as outlined by the state department of public instruction. Each of these subjects shall be considered a full study for a term of not less than twelve weeks, and shall have not less than one-fourth of the time and attention of the student during such period.

Since the teachers taking this course are to teach in the rural schools and in the schools of the smaller towns, it is ordered by the board that the schools for observation and practice shall include a rural training school of standard excellence.

3. The Course in Detail.

It must be well organized on the model of that offered by the state normal school. It must contain the following subjects:

English Grammar.....	twenty-four weeks.
Composition	twelve weeks.
Arithmetic	twenty-four weeks.

Reading and Literature.....	twenty-four weeks.
Geography	twenty-four weeks.
History and Civil Government.....	twenty-four weeks.
Physiology and Hygiene.....	twenty-four weeks.
Vocal Music.....	twelve weeks.
Drawing	twelve weeks.
Principles and Methods of Teaching.....	twelve weeks.
Educational Psychology, with special reference to grade work	twenty-four weeks.
Practice in Training Schools, Graded and rural.....	twenty-four weeks.
Manual Training and Domestic Science.....	twelve weeks.
Physical Culture (two hours per week).....	twenty-four weeks.
History of Education.....	twelve weeks.
Penmanship	twelve weeks.
Agriculture	twelve weeks.
Elective (from other courses).....	twelve weeks.

V. HIGH SCHOOL WORK IN ACCREDITED SCHOOLS.

A. IN COLLEGES.

1. Academy or Preparatory Department.

The academy or preparatory department of any college may be given an equivalency commission provided its course, equipment and teaching force fulfill the standards required of commissioned high schools.

2. Sub-Freshman Work.

If the college is standard and maintains sub-freshman classes, the completion in such classes of all the work required for entrance will be regarded as equivalent to the completion of a commissioned course.

B. IN NORMAL SCHOOLS.

1. Regular Course.

Any normal school may organize a course of not less than thirty-two months' duration and receive an equivalency commission for the same, provided the course, the equipment for conducting it and the teachers engaging in the instruction, meet the requirements for a commissioned high school.

2. Credit Course.

(a) Definition of Credit.—A credit of high school work in an accredited school shall be one subject with daily recitations for one term of twelve weeks. Four credits per term shall constitute the work of a student.

(b) Requirements for Commissioned Work—

9 credits in English.

9 " in Foreign Language.

6 " in Science (3 in each of 2 sciences).

8 " in Mathematics.

5 " in History (not more than 2 of these in U. S. History).

The remaining five credits to be elected from the general field of high school subjects.

Music and Drawing.—Work in each of these subjects must be given in an amount equal to one hour per week for six terms.

(c) Requirements for Certified Work.—The same as for commissioned work, with the omission of the 5 credits from the general field of high school subjects.

C. METHODS OF PASSING ON THE QUALIFICATIONS OF IRREGULARLY PREPARED STUDENTS.

1. In Colleges.

(a) By completing the regular certified or commissioned high school course.

(b) By satisfying the entrance requirements provided the college is a standard one.

(c) By taking enough work to pass successfully the state board's equivalency test.

2. In Normal Schools.

(a) By completing the regular commissioned or certified high school course or either of the credit courses.

(b) By taking enough work to pass successfully the state board's equivalency test.

(c) Advanced Standing.—Advanced standing may be given students. The units of credit given should be determined by the credentials submitted from other schools or by rigid examination. In either case a complete record of the data used in determining the advanced credits should be kept on file.

SPECIAL IMPORTANT RULINGS.**A. THE TWELVE WEEKS' COURSE.****1. Length of Term.**

The twelve weeks' period shall cover not less than twelve full calendar weeks of actual school work, including necessary days of classification and registration of students, legal holidays and commencement exercises.

It may be taken in two terms of six weeks each, or it may be extended through two or three twelve weeks' terms.

2. Time of Entering.

Students should enter at the beginning of the term. Late entrance should not be allowed unless the school is prepared to give the student such attention as will insure valuable and continuous work. If these conditions exist then students may enter at any time, provided no credit is given for less than one-half term's attendance.

3. Absence.

Students absent not to exceed ten school days within the twelve weeks, and who pass all the examinations and do satisfactorily all the scholastic work of the twelve weeks, shall be regarded as fulfilling all the requirements of the law. This provision is not to be construed as reducing the twelve weeks' term to ten weeks, but is intended to cover simply and only cases of sickness. If emergency cases of absence arise not covered by the rule above, the president of the normal school or college may state the facts to the state superintendent for decision.

4. Credits in One Institution.

All the work required for the Class A certificate, or the additional work required for the Class B certificate, shall be done in the same institution. No credits shall be given by any accredited institution for less than twelve weeks' work done in any other accredited institution. Credit shall be given for full quarters (twelve weeks) only.

5. Preparatory Work.

(The work must be taken after the legal qualifications are met.)
The preparatory high school work must be completed before

students are permitted to enter on any of the teachers' courses offered by any accredited school: Provided, That if the applicant for admission to any of the teachers' courses shall lack not more than two credits of completing the course in and graduating from a commissioned high school, such applicant may be permitted to make the two required credits in high school subjects necessary to graduation and at the same time be permitted to take not more than two subjects in one of the teachers' courses, but the credits so made in the teachers' courses shall not count until the high school course is completed, and the credits completing the high school course shall not count on the teachers' course.

6. Number of Students in Each Class.

Except in classes in Music and Penmanship, it is believed that more than 50 students should not be enrolled and that a membership of not to exceed 30 students in a class is preferable. In accrediting schools the Board will be guided by this conviction.

B. KEEPING OF RECORDS.

1. In Secondary Schools.

All certified and commissioned high schools and all equivalency commissioned and certified schools are required to keep permanent records containing the following items for each pupil: Studies pursued, credits and grades given in each study, the number of recitations each week in each study, length of recitation, which in commissioned high schools shall not be less than forty minutes with double laboratory periods, total credits given, number of weeks' attendance per year, and total number of weeks' attendance.

2. Furnish to Pupils.

Each pupil shall be furnished a certified copy of this record at the time of graduation or permanent withdrawal from the school.

3. In Accredited Schools.

When a student enters an accredited school a copy of his high school record or his certificate of equivalency must be filed and made a matter of permanent record.

C. ISSUING CERTIFICATES.

When a student completes the work of any class he must be furnished a certificate stating the fact. The school issuing the same must at once send a duplicate to the superintendent of public instruction.

D. WORK DONE OUTSIDE OF INDIANA.

1. No Schools Accredited.

For obvious reasons no schools outside of Indiana are put on the accredited list.

2. Work Recognized.

When the professional work of teachers of either regular academic or pre-vocational subjects is done outside the State it may be recognized by proceeding as follows:

(a) File with the state superintendent of public instruction certified credentials of high school work done.

(b) File with the state superintendent of public instruction a certified statement of the nature, amount, and grade of professional work done.

(c) If both (a) and (b) are satisfactory the state superintendent of public instruction may issue a certificate stating the class of work completed.

E. ADVERTISING.

Every accredited school shall be required to print on its catalogue, advertising matter and bulletins, the class or classes for which it has been accredited, if the word accredited is used at all in such publications.

The actual courses offered and work conducted in all schools accredited by the State Teachers' Training Board must conform to the published catalogues of such schools, and copies of catalogues must be on file in the State Department of Public Instruction.

F. CLASSES AND LICENSES.

1. A teacher who has completed Class A work is eligible for a twelve months' license. No higher grade license may be issued to a teacher of this class. The teacher may remain in this class in-

definitely. He can not pass out of it until he takes Class B work, has at least one year of experience, and makes a grade for a twenty-four months' license.

2. A teacher who has completed Class B work and has had one year's experience is eligible for a twenty-four months' license, and no higher grade license may be issued to a teacher of this class. A teacher can not pass out of Class B until he completes Class C professional work, has at least three years' experience, and makes a grade for a thirty-six months' license.

3. A teacher who has completed Class C work and who has had three years' experience is eligible to a thirty-six months' license.

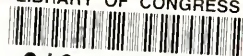
4. A teacher who has completed Class C work and who has had five years' experience, two of which have been taught as a Class C teacher, and who holds a thirty-six months' or higher grade of license is eligible to enter Class D.







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